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ABSTRACT

The Program Review Extension Procedures (PREP) set forth in this manual are a flexible set of procedures and questionnaires designed for use by Michigan community colleges in evaluating non-occupational instructional areas. First, introductory material explains that PREP is not a component of, but rather a companion model to the Michigan Community College Occupational Education Evaluation System (MCCOEES); identifies the kinds of information gathered through PREP and how this information can be used; and discusses PREP's implementation. The next three sections explain the procedures and provide the instruments for evaluating: (1) general education requirements in occupational programs through surveys of students, occupational faculty, and general education faculty; (2) continuing education and community service through surveys of students, faculty and staff, and businesses and agencies; and (3) arts and sciences or transfer programs and courses through student and faculty surveys and other data sources. The final section offers instructions for analyzing the PREP data both manually and with a computer and offers guidance in presenting the findings. Appendices provide the PROE Occupational Faculty Questionnaire and Lansing Community College's Transfer Study Questionnaire. (LL)

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P R E P

PROGRAM REVIEW EXTENSION PROCEDURES

Manual

MICHIGAN COMMUNITY COLLEGES

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August 1981

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PREFACE

Michigan community and junior colleges, in cooperation with the Michigan Department of Education, Community College Services Unit, have been involved in the development of a comprehensive, systematic means to evaluate occupational instruction. The resulting system is the Michigan Community College Occupational Education Evaluation System (M-CCOEES). It has been designed to meet the requirements of the 1976 Federal Vocational Education amendments as outlined in Public Law 94-482. M-CCOEES, however, was not developed merely as a reaction to federal requirements. The need for evaluation has been endorsed in the State Plan for Vocational Education in Michigan and by the Michigan Occupational Deans Administrative Council (MODAC).

M-CCOEES includes four components: Michigan Student Information System (MiSIS), the student flow model; Program Review in Occupational Education (PROE), program self-study; Activities Classification Structure (ACS), financial analysis; and Michigan Analysis Network and General Evaluation Report (MANAGER), the management plan model. By using all components of M-CCOEES, a college is able to look comprehensively at a program and identify strengths and weaknesses as well as the means for dealing with them.

Program Review Extension Procedures (PREP) are not a component of M-CCOEES but rather a companion model to the concept of evaluating occupational programs and general education. One component of PREP, General Education Requirements in Occupational Programs, supplements the M-CCOEES information regarding occu-

pational programs. The other two PREP components -- Community Service and Continuing Education; Arts and Science or Transfer Courses and Programs -- enable community colleges to gather evaluative information about non-occupational education activities.

Both MiSIS and ACS can provide information regarding non-occupational courses and programs. Community colleges which elect to use the PREP model may benefit by accessing MiSIS and ACS (and PROE in conjunction with Section 1 of PREP) data to form a broad, comprehensive array of information relating to programs, courses and activities.

PREP is designed primarily to gather perceptual information from targeted populations associated with non-occupational instruction. Implementation of PREP will begin in the fall of 1981 at a variety of Michigan community colleges. Kalamazoo Valley Community College staff will be available as resources to provide assistance to community colleges desiring to implement all or part of PREP. There are no federal or state reporting requirements associated with PREP; therefore, its use and modification are entirely dependent upon local evaluation needs. We invite your comments and suggestions for improvement and appreciate your support for quality education in Michigan community colleges.

INTRODUCTION

What is PREP?

Program Review Extension Procedures (PREP) are a flexible set of procedures and questionnaires designed for use by Michigan community colleges. PREP addresses the evaluation of three non-occupational instructional areas found in Michigan community colleges:

- General Education Requirements in Occupational Programs

  This topic, addressed in Section I of the PREP Manual, was included as a logical extension of the Program Review in Occupational Education (PROE) system.

- Continuing Education and Community Service

  Many Michigan community colleges are increasing their instructional offerings in these areas. PREP provides tools for obtaining evaluative input from the diverse students and clients served through continuing education and community service activities (Section II).

- Arts and Science or Transfer Programs and Courses

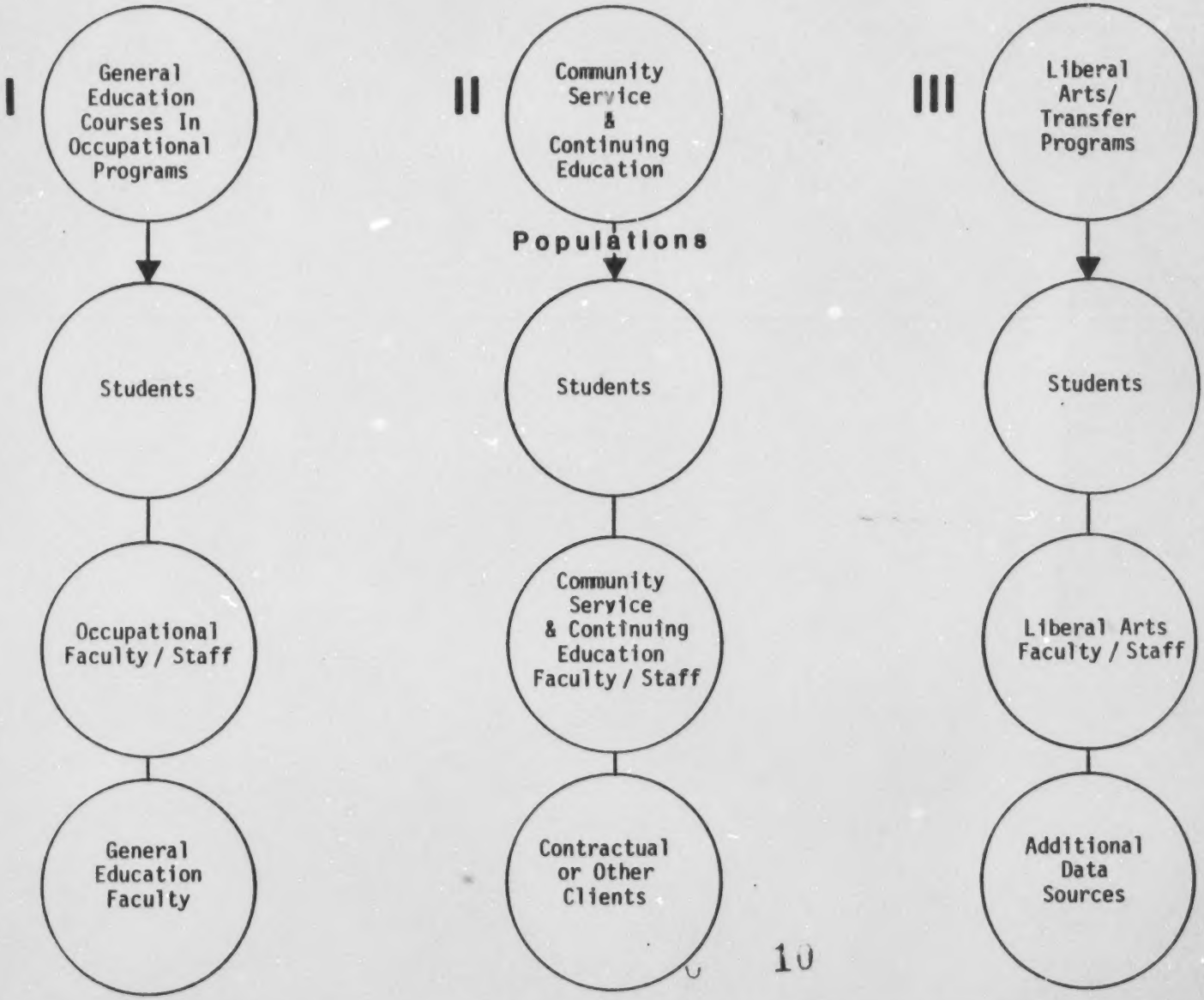
  PREP includes, as Section III, procedures and instruments to assist Michigan community colleges who conduct self-studies of instructional programs leading to an Associate of Arts or Associate of Science degree, or the courses and disciplines commonly associated with such programs.

The chart on the following page depicts these components and their associated data collection activities.

These three topical sections may be used independently or in conjunction with each other. As much as possible, the three sections are presented as "stand alone" materials which, when used in combination with the Data Analysis Section, do not require referencing to the other topical sections.

PREP was not developed as an extension of the PROE system; it is, rather, a companion model with several unique differences. First, PREP addresses only

PREP Model Components



non-occupational instruction while PROE addresses only occupational instruction. This difference in subject matter led to an increased emphasis on disciplines, courses and instructional activities rather than an overall program emphasis.

Secondly, PROE was developed to assist Michigan community colleges in meeting State and Federal occupational evaluation and reporting requirements. Again, these requirements are program-based. PREP was developed to be used as a self-study tool for those institutions which desire to do so -- governmental requirements were not a factor in its development. For this reason the reader will find that a number of options are discussed throughout this manual and users are encouraged to adapt and revise PREP to best meet their unique needs.

Why Use PREP?

Program Review Extension Procedures do extend the evaluative tools available to Michigan community colleges: those tools now include the programs, courses, and other instructional activities broadly defined as non-occupational in nature. PREP is "activity based" in a manner similar to the Activities Classification Structure (ACS). Data may be collected at the most fundamental unit of instruction, and then aggregated to reflect larger units of analysis such as disciplines and programs.

PREP can extend the decision-related information base of community colleges and increase the value of other information and data already being collected and reviewed through such systems as ACS, PROE, and the Michigan Student Information System (MiSIS). As with PROE, PREP provides essentially perceptual information of a qualitative nature. Michigan community colleges can use this type of information in conjunction with the more quantitative data gathered through ACS and MiSIS in order to obtain a decision-making data base.

As a short example of how this can work, let us assume that a community college has chosen to implement the Arts and Science or Transfer Programs section of PREP. If ACS and MiSIS are also in place, the college will be able to compile the following kinds of information about, for example, the social science area:

CENTRAL COMMUNITY COLLEGE EVALUATION DATA BASE

Social Science Department

ACS Data

1. Expense Measures
   a. compensation--salaries
   b. compensation--fringe benefits
   c. operating expenses
   d. capital expenditures

2. Activities Measures
   a. courses delivered
   b. sections delivered
   c. course credit hours
   d. student credit hours
   e. unduplicated headcount
   f. duplicated headcount
   g. course contact hours
   h. student contact hours
   i. independent study student clock hours
   j. co-op student clock hours
   k. full-time faculty FTE
   l. part-time faculty FTE
   m. overload faculty FTE
   n. instructional assistant FTE
   o. contractual instruction FTE

MiSIS Data -- Liberal Arts Majors

1. Student Educational Intent
   a. number indicating a liberal arts major
   b. number intending to transfer
   c. demographic information
   d. special needs
   e. plans for future attendance

2. Non-Returning and Graduate Students
   a. demographic information
   b. current educational and employment status
   c. reason for not returning (non-returning students only)
   d. ratings of instruction
   e. ratings of services
   f. employment information
   g. transfer information

PREP Data

1. Current Students
   a. student demographics
   b. educational level
   c. time/day preference
   d. course evaluation highlights
   e. course evaluation highlights aggregated by discipline

2. Faculty/Professional Staff
   a. goals and objectives evaluation highlights
   b. processes evaluation highlights
   c. resources evaluation highlights
   d. major strengths and needs

3. Additional Data Sources
   a. number of transfers to four-year institutions
   b. listing of transfer institutions
   c. follow-up information on transfer student performance
   d. articulation agreements and needs

PREP can be used, then, as a tool for the collection and reporting of self-study information which supplements and clarifies information from other sources within the college. When PREP is used in conjunction with these other sources, a fairly broad data base for decision-making needs can be provided to the decision maker.

How is PREP Implemented?

Each community college which implements one or more sections of PREP should carefully consider the optimal approach for its implementation. The approach of any particular college might vary depending upon which section is being implemented. For example, if Section I General Education Requirements in Occupational Education is used, the person responsible for PROE implementation would likely be responsible for PREP Section I. The PROE Handbook includes a set of procedures to follow when implementing PROE. If these procedures are followed, they should be used for the PREP process as well.

The PROE procedures may also be a useful guideline when initiating a self-study of Arts and Science or Transfer Programs and Courses, or one of Continuing Education and Community Service.

Consider the following needs when determining the best method for implementing PREP at your institution:

1. Responsibilities: What administrator should logically have overall responsibility for the self-study? Are other staff members better able to carry out specific responsibilities, such as data collection and analysis? Who is responsible for disseminating results of the review? Who is expected to use the results for decision making?

2. Communications: How will participants be informed of the study and the need for their cooperation? Does the diversity of units involved make a committee approach practical and effective? How will results be integrated with other evaluative information? Who should sign cover letters and memoranda?

3. Follow-up: What is the best mechanism for sharing results of the study? Have provisions been made for follow-up with survey respondents who have questions or suggestions? Is there a method to obtain evaluative information about the self-study process, and to take corrective measures for any future implementation of PREP?

Michigan community colleges have experienced, through PROE or similar program review techniques and through accreditation self-studies, a variety of methods for implementing evaluation activities. Implementation and management of a PREP self-study in an effective and efficient manner should take into consideration the experiences and management styles of each community college.

Points for the PREP Implementer

The data collection procedures discussed in this Manual are directed toward administrators who might not be familiar with survey research techniques or for their staff who are assigned responsibilities in regard to PREP. If the user desires information in such areas as sampling techniques, definition of the population, or analysis of the data in addition to that presented in this Manual, one could consider involving a faculty member familiar with survey methods and/or statistics.

The PREP implementer should read SECTION IV: DATA ANALYSIS before any questionnaires are printed. Information included in that section may lead to changes on the questionnaires such as computer data entry codes, color coding, and so forth. Review of Section IV is an essential step in the planning phase.

Because PREP was designed for maximum flexibility at each Michigan community college, the individual colleges must make decisions in the following areas:

1. Extent of the Review

The different surveys which correspond to each of the target populations may be used individually or in combination with each other. The three topics included in PREP procedures and instrumentation may also be used individually or in combination. Each community college must decide which section(s) of PREP and which questionnaires will produce the information it needs.

2. Subject for Review

An evaluation effort may be targeted toward one course or activity, a defined set of courses or activities, or a broad area such as all community service activities. Since Section I is designed to complement PROE, the college should use PREP to review the same areas undergoing a PROE review. For Sections II and III, there are no constraints on the possible breadth of coverage.

3. Method of Data Collection

Surveys may either be mailed or distributed within the college. Alternative data collection methods and procedures are discussed within each Section. The subject for review will influence the target populations and the best method for obtaining their responses.

4. Alterations in the Questionnaires

PREP questionnaires may be altered to meet specific institutional needs. Printing masters of the questionnaires were distributed along with the PREP Manual. Each questionnaire which will be used should be reviewed prior to printing, and any needed additions, changes, or deletions made.

5. Time Frame for Review

Each PREP component may be implemented at such times as best meet the needs of the college. For example, Section I would logically follow the same implementation schedule as the required occupational program reviews. Section II could be implemented annually, as part of an on-going evaluation system. Section III could be part of an institution-wide self-study.

SECTION I: GENERAL EDUCATION REQUIREMENTS IN OCCUPATIONAL PROGRAMS

This first section of PREP is designed for the examination of general education requirements in occupational programs. While Program Review in Occupational Education (PROE) assesses factors regarding occupational program specialty courses, it does not investigate the general education courses which are requisite parts of those programs. This first segment of PREP, therefore, is viewed as a supplement to the existing PROE model.

There are three components of this section of PREP. All three of these are designed to gather information from different target group populations for occupational programs. The three components are:

1. STUDENTS: The first component is designed to gather information from occupational program students regarding their perceptions of required general education courses.

2. OCCUPATIONAL FACULTY: The second component surveys occupational faculty and gathers information about their perceptions of general education course requirements and procedures.

3. GENERAL EDUCATION FACULTY: The third part of this section provides for general education/liberal arts faculty input. The same dimensions as those for occupational faculty (general education course requirements and procedures as they relate to occupational programs) are measured.

The three components of this first PREP section may be utilized either jointly or separately to evaluate required general education courses in occupational programs. For example, an institution may choose to use the first survey due to its desire or need to gather information from students alone. Conversely, an overall evaluation of a particular occupational program (or set of programs) may be in process, and hence the institution may decide to use all three of the instruments in this PREP section. PREP is designed for maximum flexibility and permits colleges to use any combination of instruments in order to meet particular institutional needs.

The PROE manual includes procedures for collecting data from occupational students and faculty. These should be reviewed prior to implementing any of the PREP surveys in Section I.

Student Survey (GE/S)

Students enrolled in occupational programs may be surveyed to gather information regarding their perceptions of the general education courses required for their program. This survey collects data on demographic variables such as age, sex, educational level attained, and on students' perceptions of the relevancy and quality of such course requirements.

It should be noted that this particular student survey is designed to be employed for both the occupational student evaluations of their required non-occupational courses and for non-occupational students (e.g., arts and science or transfer program students) to evaluate their discipline areas. Question five (5) of this survey provides for the sorting out of these two different student groups (see the analysis section, page 76, for further information).

This survey may be administered by two different methods:

1. Mailed survey -- The college may decide to distribute the questionnaires by mail. An immediate advantage to this method is that the researcher can identify specific students and ensure that only those students receive the questionnaire. Disadvantages include increased cost, lower return rates and increased turn-around-time.

If the institution decides to use the mail method, the first step is to identify questionnaire recipients -- usually all the students enrolled in the occupational program being reviewed, who have completed at least 15 credit hours at your institution. Unless the program under review has an exceptionally large number of students who meet the criteria (perhaps 200 or more), it is generally best to mail questionnaires to the entire population rather than to sample. If sampling is in order (a sample size table is included in the analysis section), it may be accomplished by several methods. One is to use a table of random numbers, another is to have the computer select a random sample, and a very common method is to select every Nth student, which is called a systematic random sample. If the systematic random sampling method is used, and every third student is sampled, be sure to place the numbers one, two and three on slips of paper and have someone draw the number which will be used to begin the sampling process. Then simply count off and use every third name.

The questionnaire is then mailed to the selected students, along with a cover letter which explains the purpose and intended uses of the survey. In most cases, a second mailing is advisable to increase response rates.

The follow-up mailing may be sent to all students included in the initial mailing, with the instruction to disregard the second request if they have already returned a questionnaire. A less expensive and more reliable method is to code the questionnaires or the return envelopes prior to the first mailing. As questionnaires are returned, the student addresses which match the returned code numbers can be eliminated from a second mailing.

Sample cover letters for both the initial and second mailings are included in this section.

Do not forget to include some form of prepaid envelope. You may pre-stamp the return envelopes, or use a postal permit number (business reply). If your institution already has a prepaid postal account, using it may be less costly than placing postage on each return envelope. The prepaid permit costs a few cents more per letter than first class postage, but you pay only for those questionnaires which are actually returned and only for those which are deliverable as addressed. The institution might also consider additional incentives to respondents, such as including a pencil with the college name, a quarter, or some other inducement.

2. In-class distribution -- This method of administering the questionnaire also has advantages and disadvantages. Disadvantages include the necessity of interrupting class time and obtaining faculty cooperation, as well as the increased difficulty of ensuring that only those students whom

you wish to complete the questionnaire actually complete it (again, see question 5 for a sorting possibility). Advantages are low cost, fast turn-around-time, and high response rates. A sample set of instructions for the faculty member to use is included in this section. These should be modified as appropriate and used to obtain a higher degree of consistency across the selected classes. Note again that questionnaires from students who are enrolled in non-occupational programs should be sorted out for analysis purposes. Or, the instructor may give an oral direction to the effect that only occupational students should complete a questionnaire.

Provide the instructor with an envelope in which to return the questionnaires. The course name and section number can be labeled on the envelopes for easy identification later.

You will need to determine those courses in the arts and science/general education disciplines which are required for the occupational program(s) under review. One method for determining this is to review the college catalog, noting those general education requirements for a given program, or those common to a set of occupational programs. If a large number of sections are offered of any given course, you may wish to sample rather than distributing questionnaires in all of the sections. The number you sample will depend upon the total number of sections and the number of students in each section. A sample size chart is provided in the analysis section. Sections should be selected as randomly as possible. An easy method is to place the section numbers in a box, and draw out the needed number of sections. This ensures that every section has an equal chance of being chosen.

The cover letter and follow-up letter samples are presented with the student questionnaire, as well as instructions for faculty who may be asked to distribute the student questionnaire in the classroom.

INSTRUCTIONS FOR IN-CLASS DISTRIBUTION OF STUDENT QUESTIONNAIRE

Please read the following instructions to your class before handing out the student questionnaire. Use either 2a or 2b, as circled.

1. Central Community College is reviewing courses which may be required for occupational programs, such as this one. We need student input in order to have a complete picture of strengths and problems.

2a. Even though you may not be enrolled in an occupational program, we still need and want you to fill out a questionnaire.

2b. If you are enrolled primarily for transfer purposes, or for personal interests, do not complete a questionnaire. If you are enrolled in a program which prepares you for immediate employment, please do fill one out.

3. Be sure to answer each question. You will see spaces for "don't know" and "not applicable" answers on the second and third page.

4. Feel free to write in any comments or suggestions you have.

5. You will not be identified -- there is no need to put your name on the questionnaire.

Distribute questionnaires and pick them up upon completion.

SAMPLE COVER LETTER FOR MAILED STUDENT QUESTIONNAIRE

(College Letterhead)

(Date)

(Inside Address)

Dear

We need your help. Central Community College is in the process of reviewing the Industrial Supervision Program. Part of the review process includes obtaining information from students about the general education courses required in this program.

PLEASE take a few minutes and complete the enclosed questionnaire. A prepaid envelope is provided for your reply.

We believe that students are a very important part of the Industrial Supervision Program review. Your honest answers will help us improve the program.

You will not be individually identified in any report or to any faculty member.

Thank you for your cooperation.

Sincerely,

(Dean or President)

SAMPLE FOLLOW-UP LETTER FOR MAILED STUDENT QUESTIONNAIRE

(College Letterhead)

(Date)

(Inside Address)

Dear

About two weeks ago you should have received a copy of the enclosed questionnaire. We really do need and want your input. If you have not already completed the questionnaire, PLEASE take the time to do so. A prepaid envelope is provided for your convenience.

If you have already mailed a questionnaire, please do not fill out this one.

Thank you for your help.

Sincerely,

(Dean or President)

Michigan Community Colleges

prep

program
review
extension
procedures

GENERAL EDUCATION/ARTS AND SCIENCE STUDENT SURVEY

INSTRUCTIONS: Please answer each question as accurately as you can. Place an "X" in the appropriate box or write in your answer, where needed. Mark only one answer for each question!

1. Course: _____

2. Are you: 1 ☐ Male 2 ☐ Female

3. How old are you: _____ years Office Use Only ☐

4. Are you:

   1 ☐ American Indian or Alaskan Native
   2 ☐ Asian or Pacific Islander
   3 ☐ Black, not of Hispanic origin
   4 ☐ Hispanic
   5 ☐ White, not of Hispanic origin

5. Are you enrolled in this course primarily for (check one box and write in your major/ program):

   1 ☐ Obtaining an Associate of Arts or Associate of Science (transfer)
   Major: _____

   2 ☐ Obtaining transfer credits
   Major: _____

   3 ☐ Meeting occupational program requirements
   Occupational Program: _____

   4 ☐ Other reasons: _____

6. How many credit hours have you completed at this college:

   1 ☐ None — this is my first class
   2 ☐ 1 to 15 credit hours
   3 ☐ 16 to 30 credit hours
   4 ☐ 31 to 45 credit hours
   5 ☐ 46 to 60 credit hours
   6 ☐ over 60 credit hours

7. Check the highest level of schooling you have completed:

   1 ☐ Less than high school
   2 ☐ High school graduate
   3 ☐ GED certificate
   4 ☐ Community college graduate
   5 ☐ Four-year college graduate
   6 ☐ Master's degree obtained
   7 ☐ Ph.D., Ed.D., J.D., M.D., etc.

8. How many classes are you taking this term:

   1 ☐ One 2 ☐ Two 3 ☐ Three 4 ☐ Four 5 ☐ Five 6 ☐ Six or more

9. The times and days this course is scheduled are:

   1 ☐ Satisfactory
   2 ☐ Unsatisfactory — I would prefer:
   _____ days _____ time

OVER, Please

GE/S

COMPARE THIS COURSE TO OTHERS YOU HAVE TAKEN IN TERMS OF:	1 FAR TOO LITTLE	2 NOT ENOUGH	3 ABOUT RIGHT	4 TOO MUCH	5 FAR TOO MUCH	6 DON'T KNOW	7 NOT APPLICABLE	COMMENTS
10. Level of difficulty:								
• New vocabulary								
• New theories								
• New math								
• Subject matter covered								
11. Amount of work assigned:								
• Readings (text)								
• Outside readings (library)								
• Written assignments								
• Special projects								
12. Course objectives:								
• Show you the relationship between this course and other courses in your major program								
• Are focused on by the instructor to keep you aware of your progress								
13. The prerequisites for this course were								

NEXT PAGE, Please

GE

NOTE CHANGE →

	1 POOR	2 BELOW EXPECTATION	3 ACCEPTABLE	4 GOOD	5 EXCELLENT	6 DON'T KNOW	7 NOT APPLICABLE	COMMENTS
14. The instructor:								
• Knows the subject matter								
• Is available to provide help when you need it								
• Provides instruction so it is interesting								
• Provides instruction so it is understandable								
15. The contribution this course makes to my understanding of my major/program is								
16. The amount I learned from this course is								
17. The degree to which this course stimulates my interest in this subject matter is								
18. The degree to which this type of course helps me understand the world I live in is								
19. The degree to which this type of course encourages me to examine my personel values is								
20. The degree to which this type of course leads me into new ways of thinking is								

THANK YOU VERY MUCH

GE/S

Occupational Faculty Survey (PROE/1)

As noted in the introduction, this section of PREP is designed primarily to supplement Program Review in Occupational Education (PROE) procedures and forms. PROE contains a survey to be completed by occupational program faculty. PREP seeks only to supplement that survey, in the area of general education course requirements for particular occupational programs. The following survey consists simply of additional questions which may be attached to the PROE survey (see appendix for complete PROE faculty questionnaire). All procedures for distribution are the same as those for the PROE faculty questionnaire, including the option to complete the questionnaire by consensus or individually. Also, administrators, counselors, or other staff familiar with the program(s) under review may be asked to complete a PROE faculty questionnaire.

The additional questions collect data about faculty perceptions in the areas of curriculum development, communications and coordination, and sharing of student performance information.

The set of questions on the next page should be printed and stapled to the PROE questionnaire.

PROE

Michigan Community Colleges

FACULTY PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS

NOTE CHANGE →

1

	1 NEVER	2 RARELY	3 OCCASIONALLY	4 FREQUENTLY	5 ALWAYS	6 DON'T KNOW	COMMENTS (please note explanatory remarks or needs for improvement)
GENERAL EDUCATION AND SUPPORT INSTRUCTION							
Are faculty who teach general education courses required for this program involved in planning <u>new</u> occupational programs:							
Are faculty who teach general education courses requried for this program involved in the <u>on-going</u> planning process:							
Are faculty who teach required general education courses provided information on: • Performance of students enrolled in your program • Curricular changes • New program emphases							
Is performance information regarding your program students who are enrolled in general education courses regularly distributed to your program faculty:							
Do faculty and staff involved in occupational and non-occupational areas openly share problems and ideas in areas of mutual concern:							

General Education Faculty Survey (GE/F)

Faculty who teach general education courses required for the occupational program(s) undergoing a PROE review may be surveyed in regard to their perceptions of that program(s) and their relationship to it. This third part of the first section of PREP allows general education/liberal arts faculty to be surveyed on such dimensions as the communication and coordination between occupational and non-occupational faculty, curriculum development, and the integration of course material between the occupational program and its general education requirements.

As with the student survey, the following questionnaire presents an additional point of data collection and population for extending the PROE system. It is designed for distribution to faculty or other professional staff such as those who provide instructional services to occupational students.

Of primary importance as a surveyed population would be those non-occupational faculty members who regularly teach courses which are considered general education requirements in an occupation program. For example, if the Drafting program is undergoing a PROE review and a geometry course is required for program completion, the faculty member(s) who regularly teach that course could be asked to complete the PREP questionnaire.

In order to be consistent with PROE procedures, it is suggested that the same methods as those for the occupational faculty survey be followed with non-occupational faculty surveys. Hence, faculty members may complete the questionnaire individually or by consensus.

Another option open to the college is to survey general education faculty regarding one occupational program, several related programs, or the entire set of occupational programs. Since general education faculty input is not required for meeting federal governmental reporting requirements (as are the other PROE

survey populations) the college may find it sufficient to conduct the general education faculty survey every N years, across all or the majority of general education courses. This method would, of course, produce more general information, and could potentially be useful in a campus-wide review of the relationship between occupational and non-occupational coursework.

If the information sought is specific to a given occupational program, then the PREP general education faculty survey should be conducted at the same time that PROE surveys are conducted for the occupational program in question. This approach serves to "round out" the information gathered through PROE to include general education components.

The PREP survey for general education faculty follows, along with a sample cover letter explaining the process. The cover letter should specifically state which occupational program(s) are to be included in the review process.

SAMPLE COVER MEMO TO ACCOMPANY GENERAL EDUCATION FACULTY QUESTIONNAIRE

CENTRAL COMMUNITY COLLEGE
Interoffice Correspondence

TO: (faculty name)

FROM: (Dean or other appropriate person)

DATE:

SUBJECT: Review of General Education Course Requirements

The (name of program or programs) is undergoing an internal review, as required by State and Federal regulations. Even though we are not required to obtain input from non-occupational faculty, I believe that your perceptions are important to consider in the total evaluation process.

You are receiving the questionnaire because of your experience with (name of course(s) which are general education requirements), a course which is required for students in this program. Please try to base your responses upon your experiences in that course.

Please complete the attached questionnaire and return it to my office by _____.

Thank you for your cooperation.

****

NOTE: If a sufficient number of faculty prefer a concensus evaluation, we suggest that you meet with them and explain that option.

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GENERAL EDUCATION COURSES FACULTY SURVEY

This survey is to be used in conjunction with an evaluation of the following occupational program(s): _____

_____

Please try to provide answers based on the above program(s) only.

INSTRUCTIONS: The following items measure your perceptions; there are no "right" or "wrong" answers. Place an "X" in the column which you believe best describes each item. For your assistance, the ratings should generally describe:

EXCELLENT:	You see this item as ideal, no need for improvement.
GOOD:	This is a strong rating, with only slight need for improvement.
ACCEPTABLE:	You see this item as average, and have definite ideas for improvement.
BELOW EXPECTATIONS:	This item should receive immediate attention.
POOR:	This item is seriously inadequate.

Also given is a "Don't Know" space, for those items about which you have insufficient information to form an opinion.

A space for comments or suggestions is given after each item. Please use it to clarify your rating or elaborate on a problem or strength.

YOUR DISCIPLINE OR DEPARTMENT: _____

PERSONS PARTICIPATING IN CONSENSUS EVALUATION, OR INDIVIDUAL RESPONDING:

Name	Title
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

	POOR 1	BELOW EXPECTATIONS 2	ACCEPTABLE 3	GOOD 4	EXCELLENT 5	DON'T KNOW 6
1. Clarity of written course objectives for courses in your department/discipline.						
COMMENTS:						
2. Appropriateness of written course objectives for courses in your department/discipline.						
COMMENTS:						
3. Overall integration of general education course work with occupational program course work.						
COMMENTS:						
4. Processes for establishing general education course requirements for new occupational programs.						
COMMENTS:						
5. Processes for reviewing general education course requirements in ongoing occupational programs.						
COMMENTS:						

NOTE CHANGE →

	1 NEVER	2 RARELY	3 OCCASIONALLY	4 FREQUENTLY	5 ALWAYS	6 DON'T KNOW
6. Informal communication and coordination between occupational program faculty and general education faculty.						
COMMENTS:						
7. Formal communication and coordination between occupational program faculty and general education faculty.						
COMMENTS:						
8. Degree to which occupational program Advisory Committees are involved with general education course requirements.						
COMMENTS:						
9. Degree to which the content of your courses illustrates the relevance of the course to occupational programs.						
COMMENTS:						
10. Reciprocal information sharing between occupational and general education faculty about student progress and problems.						
COMMENTS:						

11. In general, how would you rate occupational student attitudes toward general education courses required in this program(s): (Please check most appropriate response)

1 ☐ They understand the need for the course work and are enthused.

2 ☐ They do not make a connection with their overall program, but appear to enjoy the courses.

3 ☐ They are there only because the courses are required for graduation.

4 ☐ They are openly resentful about the requirements.

5 ☐ OTHER _____

_____

12. In general, how would you rate occupational faculty members' support of general education required courses: (Please check most appropriate response)

1 ☐ They are most supportive and see these courses as an important part of occupational education.

2 ☐ While there is no open support, they do see the course work as necessary and relay this attitude to their students.

3 ☐ They have an attitude of benign neglect.

4 ☐ They are openly critical of the courses and the need for them.

5 ☐ OTHER: _____

_____

13. What would you identify as the major strength of your discipline/department as it relates to this occupational program(s):

14. What one suggestion would you make for improving the supportive relationship between general education and this occupational program(s):

THANK YOU VERY MUCH

SECTION II: CONTINUING EDUCATION AND COMMUNITY SERVICE

This portion of PREP is designed for use in a self-study of continuing education and community service courses or other activities. As with other PREP sections, institutions may choose to use one, two or all three parts of this section. You may also desire to review only continuing education or only community service activities.

The perceptions and needs of three groups commonly associated with continuing education and community service are investigated by using this section of PREP. These three groups are:

1. STUDENTS: The first component gathers information from students enrolled in continuing education/community service courses or activities. Topic areas include student characteristics and student perceptions of course quality, convenience, and other topic areas of interest to them.

2. FACULTY/STAFF: Faculty who teach continuing education/community service courses and activities, as well as those staff members who administer these areas, may be surveyed using this instrument. The questionnaire is focused, however, toward the part-time faculty commonly involved with continuing education and community service. Information gathered includes perceptions of support services, arrangements, and additional topic areas of interest.

3. BUSINESSES/AGENCIES: This third component of Section II provides a method for colleges to gather information from businesses or other agencies who contract for (or are otherwise directly served by) continuing education and community service activities. Since these groups are often as important a clientele as the students themselves, information regarding their satisfaction and ideas for future services can be helpful.

As noted above, the institution may choose to use all or parts of this section. Data may be gathered from the three target populations in several ways, as explained in the pages following. Also, the College will want to consider the timing of data collection and the number of different courses/activities to be included in the study. For example, you may choose to distribute questionnaires to all students, faculty and sponsoring agencies over a semester of activity, or these groups could be surveyed over alternate semesters to lessen the amount of time needed at any particular point. Another alternative would be to distribute the questionnaires for selected courses/activities only, such as only those offered through community schools, or only those related to public service employees. These choices are entirely at the discretion of the institution and should be made based upon information needs and intended uses of the data.

Student Survey (CE/S)

The survey for those students enrolled in continuing education and community service courses and activities includes information regarding a number of different dimensions. The first part of the questionnaire is designed to collect demographic data on student characteristics such as age, sex, educational level attained, and reasons for participation. The second part of this questionnaire collects data on course/activity preferences regarding days, times and locations. The last part is devoted to gathering evaluative information about course content, instruction methods, and support services. The student survey may be administered by two methods:

1. In-class distribution -- Instructors may be requested to distribute questionnaires to students toward the end of the course/activity. This method is recommended if time allows and instructor cooperation is obtained. It normally results in an increased number of responses and is less costly and time-consuming than a mailed questionnaire. If any sampling is needed

for these types of offerings, it would likely be "purposive" in that particular activities would be included because of the information needs related to those activities. A sample instruction sheet for the instructor or other distributor is included in this section.

The student questionnaire includes a space to identify the course. To be sure that this is possible, give the instructor an envelope in which to return the questionnaires which is clearly marked with the name of the course and section number.

2. Mailed survey -- Depending upon your own needs, a mailed survey may be more satisfactory. For example, rather than distributing student questionnaires throughout the semester or over a year, it may be considered more advantageous to conduct a single survey at the end of a semester or year. If this method is chosen, the first step would be to identify those students who will receive questionnaires. This might be accomplished by using class lists or participant rosters. When large numbers of students are included in the population to be surveyed, the college should consider sampling as a cost saving technique. A sample size chart is included in the analysis section. A rule of thumb is to expect about one-third of the questionnaires mailed out to be returned. If, therefore, there were 4,000 students enrolled over the time period of interest, and you wish to obtain 400 responses, questionnaires should be mailed to 1,200 students.

If sampling is in order, a variety of methods may be employed to draw the sample. One is to use a table of random numbers, or the computer may be able to select a random sample for you. A very common and reliable method is to select every Nth student, which is called a systematic random sample. If this method is used, and you need every third student for example, be sure to place the numbers one, two and three on slips of paper and have someone draw out the number which will be used to begin the sampling process. Then simply count off and use every third name.

Be sure to include a cover letter (sample cover letter follows) and a prepaid envelope. You may pre-stamp the return envelopes, or use a postal permit number. If your institution already has a prepaid postal account, using it may be less costly than placing postage on each return envelope. The prepaid permit returns cost a few cents more than first class letters, but you will pay only for those questionnaires which are actually returned. The institution might also consider providing incentives for questionnaire returns, such as including a pencil with the college name, a quarter, or some other inducement.

A follow-up mailing is advisable to increase return rates. Send the questionnaires to the non-respondents with a second cover letter (see sample, following). It is sometimes useful to color code the first and second mailings so you can determine the number of responses gained by the additional effort.

The follow-up mailing may be sent to all students included in the initial mailing, with the instruction to disregard the second request if they have already returned a questionnaire. A less expensive and more reliable method is to code the questionnaires or the return envelopes prior to the first mailing. As questionnaires are returned, the student addresses which match the returned code numbers can be eliminated from a second mailing.

The student questionnaire which follows is one of several options open to those colleges who are also using Michigan Student Information System (MiSIS) surveys. There are several questionnaires directed toward continuing education students in the MiSIS package. The college may wish to review these questionnaires as well to determine which one best meets its needs. In particular, MiSIS includes "Continuing Education Preparatory", "Continuing Education Supplemental", and "Continuing Education Other" surveys.

INSTRUCTIONS FOR IN-CLASS DISTRIBUTION OF STUDENT QUESTIONNAIRE

Please read the following instructions to your class before handing out these student questionnaires.

1. Central Community College is interested in your evaluation of (course or activity). We will use your input to make program improvements and to plan future offerings.

2. Please complete the questionnaire as completely and honestly as you can. Note that questions 19-21 have spaces for "don't know" and "not applicable" answers.

3. Feel free to make any additional comments or suggestions you wish.

4. You will not be personally identified -- there is no need to put your name on the questionnaire.

5. Thank you for your help.

Distribute questionnaires and pick them up upon completion.

SAMPLE COVER LETTER FOR MAILED STUDENT QUESTIONNAIRE

(College Letterhead)

(Date)

(Inside Address)

Dear

We need your help. You were recently enrolled in a course offered through the Continuing Education Office here at Central Community College. We are asking for your assistance in improving and planning for future courses like the one you took.

PLEASE take a few minutes and complete the enclosed questionnaire. A prepaid envelope is provided for your return.

We believe that students are a valuable source of information as we evaluate Central Community College services. Your honest answers will be very helpful.

You will not be individually identified, and there is no need to give your name on the questionnaire.

Thank you for your cooperation.

Sincerely,

(President or Dean)

SAMPLE FOLLOW-UP LETTER FOR MAILED STUDENT QUESTIONNAIRE

(College Letterhead)

(Date)

(Inside Address)

Dear

About two weeks ago you should have received a copy of the enclosed questionnaire. We really do need your help. PLEASE take the time to complete the enclosed questionnaire. A prepaid envelope is provided for your convenience.

If you have already returned the questionnaire, please do not fill out this one.

Thank you for your time and your answers.

Sincerely,

(President or Dean)

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CONTINUING EDUCATION AND COMMUNITY SERVICE STUDENT SURVEY

INSTRUCTIONS: Please answer each question as accurately as you can. Place an "X" in the appropriate box or write in your answer, where needed. Mark only one answer for each question!

1. Course or activity: _____

2. Are you: 1 ☐ Male 2 ☐ Female

3. How old are you: _____ years

College Use Only ☐

4. Are you:

1 ☐ American Indian or Alaskan Native
2 ☐ Asian or Pacific Islander
3 ☐ Black, not of Hispanic Origin
4 ☐ Hispanic
5 ☐ White, not of Hispanic origin

5. How many credit hours have you completed at this college:

1 ☐ None — this is my first class
2 ☐ 1 to 15 credit hours
3 ☐ 16 to 30 credit hours
4 ☐ 31 to 45 credit hours
5 ☐ 46 to 60 credit hours
6 ☐ over 60 credit hours

6. Check the highest level of schooling you have completed:

1 ☐ Less than high school
2 ☐ High school graduate
3 ☐ GED certificate
4 ☐ Community college graduate
5 ☐ Four-year college graduate
6 ☐ Master's degree obtained
7 ☐ Ph.D., Ed.D., J.D., M.D., etc.

7. How many classes are you taking this term:

1 ☐ One
2 ☐ Two
3 ☐ Three
4 ☐ Four
5 ☐ Five
6 ☐ Six or more

8. Are you presently employed:

1 ☐ Yes, full time
2 ☐ Yes, part-time
3 ☐ No, but actively seeking employment
4 ☐ No, and not presently seeking employment

9. If you are employed (either full or part-time), what is your current occupation:

_____

☐☐☐ College Use Only

10. How did you learn about this course and/or activity:

1 ☐ Newspaper
2 ☐ College publication
3 ☐ Other student
4 ☐ Friend/relative
5 ☐ Radio
6 ☐ TV advertisement
7 ☐ College personnel
8 ☐ Other: _____

11. What was your PRIMARY reason for enrolling in this course and/or activity (check one):

1 ☐ Personal interest
2 ☐ Meet new people
3 ☐ Meet current job education requirement
4 ☐ Preparation for new job
5 ☐ Personal desire to improve skills for current job
6 ☐ Certificate/degree
7 ☐ Supplement income
8 ☐ Other _____

12. Do you plan to enroll in a course or activity at our college in the future:

1 ☐ Yes 2 ☐ No 3 ☐ Undecided

13. What course or activity would you like to see offered: _____

_____

14. Preference for location of course or activity:

1 ☐ College campus: _____
2 ☐ Downtown area: _____
3 ☐ Shopping centers: _____
4 ☐ Area school: _____
5 ☐ Church: _____
6 ☐ Hospital: _____
7 ☐ Community Center: _____
8 ☐ Other: _____

15. Do you prefer to enroll in classes for a grade?

1 ☐ Yes 2 ☐ No

16. My preference would be for the course or activity to:

1 ☐ Be concentrated into one meeting (like a workshop)
2 ☐ Be concentrated into two or three meetings
3 ☐ Meet twice a week
4 ☐ Meet once a week

17. My preference for meeting time (check one):

1 ☐ Early morning
2 ☐ Late morning
3 ☐ Early afternoon
4 ☐ Late afternoon
5 ☐ Evening

NEXT PAGE

18. My preference on day to meet (check one):

1 ☐ Monday
2 ☐ Tuesday
3 ☐ Wednesday
4 ☐ Thursday
5 ☐ Friday
6 ☐ Saturday
7 ☐ Sunday

Please place an "X" in the box which matches your rating of each item. Your comments are welcome!

19. In general, how would you rate this course on the following items:

	1 NOT SATISFACTORY	2 SATISFACTORY	3 VERY SATISFACTORY	4 DON'T KNOW	5 NOT APPLICABLE
• Stimulating your interest in subject matter					
• Meeting your expectations					
• Overall usefulness					
• Clearness of course objectives					

COMMENTS:

20. How would you rate the instructor in the following areas:

• Knowledge of subject matter					
• Preparation					
• Fairness in grading					
• Communication ability (clearness)					
• Enthusiasm					
• Interest in student progress					

COMMENTS:

21. How would you rate the following support services/ facilities for this course/activity:

• Library facilities					
• Audio-Visual facilities					
• Classroom facilities					
• Counseling and placement services					
• Registration services					
• Business office services					

COMMENTS:

THANK YOU VERY MUCH

CE/S

Faculty/Staff Survey (CE/F)

Personnel responsible for instructing or administering continuing education and community service activities are the target populations for this survey. While the instrument was designed primarily for completion by faculty, it can also be easily used to gather formal input from the other professionals associated with these areas.

The dimensions included in this questionnaire are arranged in three broad categories. The first category is designed to assess overall arrangements, such as facilities, day and time of offerings, location, and the coordination of the offerings internally. The second area provides for input about support services, such as the library, counseling, registration, and business office services. The last category gathers information on publicity -- timing, amount, location, and appropriateness.

The best method of distributing the questionnaires will vary from one college to another. If the majority of continuing education and community service faculty are part-time, it may be best to mail the questionnaires to their homes. If there is some formal "check-out" procedure at the end of a course or activity, this could be the easiest point for data collection.

A copy of the questionnaire and sample cover memo follow.

SAMPLE COVER MEMO FOR FACULTY/STAFF SURVEY

Continuing Education/Community Service

CENTRAL COMMUNITY COLLEGE
Interoffice Correspondence

TO: (respondent name)

FROM: (Director or Dean)

SUBJECT: Evaluation of (offerings)

DATE:

CCC has implemented an evaluation of (continuing education/community service). Attached is a questionnaire for your evaluation of (course/activity).

Please complete the questionnaire by _____, and return it to _____.

Your responses are very much appreciated and will be considered as we plan future offerings.

Thank you.

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CONTINUING EDUCATION AND COMMUNITY SERVICE FACULTY/STAFF SURVEY

INSTRUCTIONS: Please answer each question as accurately as you can. Place an "X" in the appropriate box, and write in your responses where appropriate. If you have not dealt with one of the items, check "NOT APPLICABLE".

1. Course or activity: _____

2. Name: _____

   Position: _____

	1 POOR	2 BELOW EXPECTATIONS	3 ACCEPTABLE	4 GOOD	5 EXCELLENT	6 DON'T KNOW	7 NOT APPLICABLE
3. OVERALL ARRANGEMENTS:							
• Facility							
• Location							
• Time of course/activity							
• Day course/activity offered							
• Coordination with continuing ed/community service office							
COMMENTS:							
4. SUPPORT SERVICES:							
• Library							
• Audio-visual							
• Counseling							
• Registration services							
• Business office services							
COMMENTS:							
5. PUBLICITY:							
• Timing of advertising							
• Amount of advertising							
• Location of advertising							
• Appropriateness of target populations							
COMMENTS:							

6. What course/activity would you like to see offered in the future:

7. What would you identify as the major strength of continuing education/community service courses and activities:

8. What one suggestion would you make for improving continuing education/community service courses and activities:

THANK YOU VERY MUCH

CE

Business/Agency Survey (CE/B)

External organizations frequently request or contract for specialized instructional services through departments of continuing education or community service. As clients of the community college, you may be interested in their perceptions of the services provided.

This survey is essentially concerned with the business's/agency's satisfaction with the services provided. The questionnaire asks respondents to rate six specific items as well as to provide written comments and suggestions for additional offerings.

This type of survey often serves as a public relations activity as well as an evaluation activity. The college will want to present a most professional image, regardless of the data collection method. As with other surveys in this section of PREP, each institution will determine the specific audience for data collection when planning the evaluation. For example, you may be interested primarily in a review of courses/activities offered for local industry or only in those for which formal contracts were prepared.

There are two forms of data collection appropriate for this target population:

1. Mailed survey -- Particularly if the population size is large, a mailed survey may be the simplest form of data collection. Questionnaires should be mailed with a personalized cover letter (sample follows) and a pre paid envelope. As with other mailed surveys, a follow-up may be necessary to increase return rates. The follow-up may consist of a second questionnaire mailing, or, a personal contact (telephone or in person) may be more effective.

2. Telephone interview -- The questionnaire for this survey is short enough to allow an interview to be practical. If time and resources permit, the college may find this method more beneficial because indepth responses may be obtained and requests for additional services can be responded to immediately. A sample introduction to the interview, which can be read over the phone by the interviewer, is included in this section. Interviews may be more effective if a copy of the questionnaire and cover letter establishing a tentative interview date are mailed in advance.

NOTE: If a personal contact is made either as a follow-up to a mailed questionnaire or as the data collection method, a regular college employee who is familiar with programs and services should make the contacts. Obviously, any information given out in this situation should be accurate, and any assurances made carried out.

Both the mailed survey and the interview introduction include items which may be completed by the college prior to data collection, such as the name of the business/agency, name of the course or activity with which they were associated, and contact person. These items should be completed prior to mailing or interviewing.

SAMPLE COVER LETTER FOR BUSINESS/AGENCY SURVEY

(College Letterhead)

(Date)

(Inside Address)

Dear

We would very much appreciate your feedback regarding the (name of course/activity) recently offered by Central Community College.

A short questionnaire is enclosed along with a prepaid return envelope. Your candid response to these questions will help us improve services to you and to others.

Please take a few minutes to give us your perceptions and suggestions. If you have any questions, I may be reached at (999) 999-9999.

Thank you very much.

Sincerely,

(Director or Dean)

SAMPLE INTERVIEW INTRODUCTION SHEET
Business/Agency Survey

Business/Agency: _____

Contact Person: _____

Telephone: _____

Course/Activity: _____

Instructions to interviewer: Ask if this is a good time for the respondent to answer your questions (tell him/her it will take about 15 minutes). If it is not a suitable time for them, set up an appointment to conduct the interview at a time which is convenient.

Time: _____ Day: _____

Introduction (does not have to be read verbatim -- use words you are comfortable with, but do try to include the content below):

My name is _____, and I am (title or office association) at Central Community College.

We periodically evaluate courses and other activities conducted for local organizations by CCC. Recently, you were involved with (name of course/activity), which is one of the offerings we are interested in evaluating.

I have 11 questions for you. The first six ask for your rating of 1 through 5, where 1 is poor, and 5 is excellent.

(Read items and obtain ratings -- check appropriate boxes and write any pertinent comments.

Continue with additional questions, reading them as given to you and writing as accurately as you can the interviewee's responses.)

Thank you very much! I hope we can serve you again.

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CONTINUING EDUCATION AND COMMUNITY SERVICE BUSINESS/AGENCY SURVEY

INSTRUCTIONS: Please answer each question as accurately as you can. Place an "X" in the appropriate box, and write in your responses where applicable.

1. Name of business/agency: _____

2. Course/Activity: _____

	POOR 1	BELOW EXPECTATIONS 2	ACCEPTABLE 3	GOOD 4	EXCELLENT 5	DON'T KNOW 6
3. How would you rate the course/activity provided by the college:						
4. How well did the course/activity meet your organization's goals/needs:						
5. How do you feel your request was handled by the college administration:						
6. In general, the communication between your organization and the college was:						
7. The facilities provided for this course/activity were:						
8. The advertising for this course/activity was:						

9. COMMENTS ON 3 THROUGH 8:

OVER

CE/B

10. Were the costs for this course/activity:

1 ☐ Low or inexpensive
2 ☐ Reasonable
3 ☐ Somewhat high
4 ☐ Unreasonably high

11. What type of feedback (if any) have you received from participants regarding this course/activity:

12. What would you identify as the major benefit to your organization from this course/activity:

13. What one suggestion would you make for improving this type of service:

14. What additional courses/activities would you like to see offered in the future in order to meet your organization's or the community's needs:

THANK YOU VERY MUCH

CE/

SECTION III: ARTS AND SCIENCE OR TRANSFER PROGRAMS AND COURSES

Section III of PREP encompasses non-occupational areas such as transfer programs, associate of arts and associate of science programs, and general education disciplines. It is anticipated that a complete review of non-occupational programs will require data collection in addition to that included here. Various suggestions for the use of existing data and for the collection of data through methods other than PREP are included in this section.

The questionnaires provided in this section are targeted toward student and faculty populations. These are reviewed first. The third component for assessing arts and science/transfer programs and courses is suggestions for additional data sources. Section III components are:

1. STUDENTS: A questionnaire is provided to gather student perceptions of their courses and programs. Survey question areas include demographic characteristics, perceptual information regarding difficulty, content and quality of courses, and overall contributions to the student's educational experience.

2. FACULTY: The second questionnaire of this section is designed for gathering input from faculty who regularly teach general education/science and arts courses. The survey is structured in a manner similar to PROE and includes questions on goals and objectives, processes, and resources.

3. ADDITIONAL DATA SOURCES: Other sources of information are suggested as they apply to transfer students, primarily. Possibilities include existing records at community and four-year colleges, and student follow-up surveys.

The survey instruments and additional data sources may be used in a number of different ways depending upon the needs of the college. The alternatives include:

1. Individual surveys -- The surveys of currently enrolled students, faculty, or follow-up populations could each be conducted separately. For example, the college may wish to survey all arts and science faculty in conjunction with an institutional self-study.

2. Comprehensive evaluation -- A college could use all of the surveys, additional data sources, and perhaps others as well, to conduct an overall evaluation of its non-occupational offerings.

3. Single program review -- The surveys and other sources of data may be applied to specific programs or disciplines rather than the entire non-occupational area. This application would be quite similar to the intended use of PROE.

4. Ongoing or one-shot applications -- The procedures and instruments in this section of PREP could be structured to provide for an ongoing evaluation of non-occupational programs and offerings. For example, the college could decide that each liberal arts discipline would be evaluated within a five-year cycle. Alternatively, needs might be met best by utilizing PREP to investigate specific areas of concern at the time that those concerns arise.

Again, PREP is not designed so that it dictates what sections, components of sections, or data collection methods are used. These decisions are made by each college so that an evaluation can be structured to meet information needs effectively and efficiently.

Student Survey (GE/S)

Students enrolled in general education or arts and science courses and programs may be surveyed to gather information concerning course quality, relevance to their major area, and overall contribution to the college learning experience. Since faculty evaluations are usually conducted on a regular basis at most institutions, this survey does not emphasize evaluative items about faculty. Some items may be similar to those on a faculty evaluation form, however, each college may wish to review this survey and determine the extent

to which it meets information needs in addition to those met by a faculty evaluation survey.

Note that the instrument for this student survey is the same as that for students in Section I, General Education Requirements in Occupational Programs. As discussed in that section, question five (5) allows the researcher to sort occupational students from non-occupational students. The analysis section provides more detailed information (see page 76). This sorting process is important when questionnaires are distributed in the classroom.

The student survey may be distributed by two methods:

1. Mailed survey -- Mailing questionnaires to students has the advantage of allowing specific respondent selection. You may identify those students who have identified themselves as transfer or associate degree-seeking students. Disadvantages of mailing the questionnaire include cost, increased turn-around-time, and lower response rates.

If your college decides to use the mail method, the first step is to identify questionnaire recipients. Depending on the focus of your study and institutional information needs, a number of options for defining the survey population are available. As noted above, all transfer students who have completed a specified number of courses or credit hours could be selected. Another possibility is to select those students enrolled in a specific discipline area or even a specific course. A combination of these two definitions may be most appropriate: for example, if you are reviewing the social science area, class lists of students enrolled in social science courses during a given semester could be used as the initial population, with those students enrolled in occupational programs eliminated to produce the final population.

Sampling should be considered as a cost-saving measure. A sample size chart is included in the analysis section. After the population has been defined and all students who "fit" the definition are identified, some random sampling procedures should be applied. Possibilities include using a table of random numbers, having the computer select a sample or using the systematic random sampling method. The systematic random sample involves selection of every Nth student from a listing of the total population (every third student, for example, if you want a sample of 300 from a population of 900). Be sure that the first student name is randomly drawn. For the above example, place the numbers one, two and three on slips of paper and have someone draw out a slip. Begin the process with the student selected in this manner, then simply count off and use every third name.

The questionnaire is then mailed to the selected students, along with a cover letter explaining the purpose and intended uses of the survey. In most cases, a second mailing should also be conducted to increase survey

response rates. The follow-up mailing may be sent to all students included in the initial mailing, with the instruction to disregard the second request if they have already returned a questionnaire. A less expensive and more reliable method is to code the questionnaires or the return envelopes prior to the first mailing. As questionnaires are returned, the student addresses which match the returned code numbers can be eliminated from a second mailing. Sample cover letters for both the initial and follow-up mailings are included in this section.

Do not forget to include some form of prepaid envelope. You may pre-stamp the return envelopes or use a postal permit number (business reply). If your institution already has a prepaid postage account, using it may be less expensive than pre-stamping the return envelopes. The prepaid permit costs a few more cents per letter, but you pay only for those questionnaires which are actually returned. The institution might also consider additional incentives for the respondent, such as including a pencil with the college name on it, a quarter, or some other inducement.

2. In-class distribution -- This method of administering the questionnaire is less costly and produces higher return rates than the mailed method. It does not, however, allow for the finer selection of questionnaire recipients possible through the mailed method. Another disadvantage is the necessity of interrupting classes and obtaining instructor cooperation.

A sample set of instructions for instructors to use is included in this section. These should be modified as appropriate and used to obtain a higher degree of consistency across all the sections in which questionnaires are distributed. Note again that questionnaires from students who are enrolled in occupational programs may be sorted from those enrolled in transfer programs. The student questionnaire includes a space to identify the course. To be sure that this is possible, give the instructor an envelope in which to return the questionnaire which is clearly marked with the name of the course and section number.

As with the mailed method, the researcher will need to define the population for the survey. In this case, class sections become the unit of analysis, rather than students, and the population is defined in terms of class sections. Depending upon institutional needs, the population may be defined as all sections of a given course, a given discipline or set of disciplines, or all general education courses.

If a large number of sections comprise the population, sampling may be in order. The number of sections you sample will depend upon the total number of sections and average section enrollments. A sample size chart is included in the analysis section. Sections should be sampled as randomly as possible. An easy method is to place the section numbers for the entire population in a box and then draw out the needed number of sections. This ensures that each section has an equal chance of being chosen.

The questionnaire, sample cover letters, and instructions for in-class distribution follow.

INSTRUCTIONS FOR IN-CLASS DISTRIBUTION OF STUDENT QUESTIONNAIRE

Please read the following instructions to your class before handing out the student questionnaire. Use either 2a. or 2b. as circled.

1. Central Community College is in the process of evaluating _____. We need student input in order to have a complete picture of the strengths and problems in this area.

2a. Even though you may not be majoring in this area, we still want you to fill out a questionnaire.

2b. If you are enrolled in an occupational program and intend to obtain a certificate or associate of applied science degree, you should not fill out the questionniare. DO fill one out if you plan to transfer or obtain an associate of arts or associate of science degree.

3. Be sure to answer each question. You will see spaces for "don't know" and "not applicable" answers on the second and third pages.

4. Feel free to write in any comments or suggestions you have.

5. You will not be identified -- there is no need to put your name on the questionnaire.

Distribute questionnaires and pick them up upon completion.

SAMPLE COVER LETTER FOR MAILED STUDENT QUESTIONNAIRE

(College Letterhead)

(Date)

(Inside Address)

Dear

We need your help. Central Community College is in the process of reviewing _____. Part of this review process includes obtaining information from our students about this area.

PLEASE take a few minutes and complete the enclosed questionnaire. A prepaid envelope is provided for your return.

We believe that students are a very important part of the review. Your honest answers will help us make improvements and identify strong areas.

You will not be individually identified in any report, or to any faculty member.

Thank you for your cooperation.

Sincerely,

(President or Dean)

SAMPLE FOLLOW-UP LETTER FOR MAILED STUDENT QUESTIONNAIRE

(College Letterhead)

(Date)

(Inside Address)

Dear

About two weeks ago you should have received a copy of the enclosed questionnaire. We really do want and need your input. If you have not already completed the questionnaire, PLEASE take the time to do so.

A prepaid envelope is provided for your convenience. If you have already completed a questionnaire, please do not fill out this one.

Thank you for your help.

Sincerely,

(President or Dean)

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GENERAL EDUCATION/ARTS AND SCIENCE STUDENT SURVEY

INSTRUCTIONS: Please answer each question as accurately as you can. Place an "X" in the appropriate box or write in your answer, where needed. Mark only one answer for each question!

1. Course: _____

2. Are you: 1 ☐ Male 2 ☐ Female

3. How old are you: _____ years Office Use Only ☐

4. Are you:

   1 ☐ American Indian or Alaskan Native
   2 ☐ Asian or Pacific Islander
   3 ☐ Black, not of Hispanic origin
   4 ☐ Hispanic
   5 ☐ White, not of Hispanic origin

5. Are you enrolled in this course primarily for (check one box and write in your major/program):

   1 ☐ Obtaining an Associate of Arts or Associate of Science (transfer)
   Major: _____

   2 ☐ Obtaining transfer credits
   Major: _____

   3 ☐ Meeting occupational program requirements
   Occupational Program: _____

   4 ☐ Other reasons: _____

6. How many credit hours have you completed at this college:

   1 ☐ None — this is my first class
   2 ☐ 1 to 15 credit hours
   3 ☐ 16 to 30 credit hours
   4 ☐ 31 to 45 credit hours
   5 ☐ 46 to 60 credit hours
   6 ☐ over 60 credit hours

7. Check the highest level of schooling you have completed:

   1 ☐ Less than high school
   2 ☐ High school graduate
   3 ☐ GED certificate
   4 ☐ Community college graduate
   5 ☐ Four-year college graduate
   6 ☐ Master's degree obtained
   7 ☐ Ph.D., Ed.D., J.D., M.D., etc.

8. How many classes are you taking this term:

   1 ☐ One 2 ☐ Two 3 ☐ Three 4 ☐ Four 5 ☐ Five 6 ☐ Six or more

9. The times and days this course is scheduled are:

   1 ☐ Satisfactory
   2 ☐ Unsatisfactory — I would prefer:
   _____ days _____ time

COMPARE THIS COURSE TO OTHERS YOU HAVE TAKEN IN TERMS OF:	1 FAR TOO LITTLE	2 NOT ENOUGH	3 ABOUT RIGHT	4 TOO MUCH	5 FAR TOO MUCH	6 DON'T KNOW	7 NOT APPLICABLE	COMMENTS
10. Level of difficulty:								
• New vocabulary								
• New theories								
• New math								
• Subject matter covered								
11. Amount of work assigned:								
• Readings (text)								
• Outside readings (library)								
• Written assignments								
• Special projects								
12. Course objectives:								
• Show you the relationship between this course and other courses in your major program								
• Are focused on by the instructor to keep you aware of your progress								
13. The prerequisites for this course were								

NEXT PAGE, Please

NOTE CHANGE →

	1 POOR	2 BELOW EXPECTATION	3 ACCEPTABLE	4 GOOD	5 EXCELLENT	6 DON'T KNOW	7 NOT APPLICABLE	COMMENTS
14. The instructor:								
• Knows the subject matter								
• Is available to provide help when you need it								
• Provides instruction so it is interesting								
• Provides instruction so it is understandable								
15. The contribution this course makes to my understanding of my major/program is								
16. The amount I learned from this course is								
17. The degree to which this course stimulates my interest in this subject matter is								
18. The degree to which this type of course helps me understand the world I live in is								
19. The degree to which this type of course encourages me to examine my personel values is								
20. The degree to which this type of course leads me into new ways of thinking is								

THANK YOU VERY MUCH

GE/S

Faculty Survey (AS/F)

The second component of this PREP section deals with gathering information from faculty who teach general education or arts and science courses. The instrument which follows is designed to facilitate a self-study type of review. Questions are structured according to the same topic areas as PROE: goals and objectives, processes, and resources. The goals and objectives portion is designed to gather faculty input on such dimensions as the existence, clarity, use and implementation of goals and objectives within a discipline. The processes section is designed to gather data about instructional methods and support services. The resources section measures availability and quality of administration, paraprofessional and clerical assistance, classroom facilities, instructional equipment, and so forth. Open-ended questions are also included for faculty to identify areas of strength and those in need of improvement.

The faculty questionnaires may be completed individually or by group consensus. The college should consider using the same methods for administration as are used for occupational faculty surveys. Selection of the faculty and other professional staff members as questionnaire recipients will depend upon the areas under review and the information needs of the institution. If more than one faculty member will represent a selected discipline, course or department, and group consensus is an option available for questionnaire completion, a meeting to explain the study and their role in it is advised.

A sample cover memo to accompany individual faculty questionnaires is included in this section, followed by the questionnaire.

SAMPLE COVER MEMO FOR FACULTY QUESTIONNAIRE

CENTRAL COMMUNITY COLLEGE
Interoffice Correspondence

TO: (faculty name)

FROM: (appropriate administrator)

SUBJECT: Review of (department, discipline, etc.)

DATE:

As you may be aware, CCC is currently evaluating the (name of department, discipline, etc.). We are using materials from the Program Review Extension Procedures (PREP) manual to gather data from various groups.

I consider faculty input to be a vital information component during this review. Please take a few minutes and complete the attached questionnaire.

Return your response to _____ by _____.

The results of the evaluation process will be shared with you upon completion.

Thank you for your continued support.

****

NOTE: If faculty elect to complete the questionnaire by consensus, you may wish to meet with them and discuss that process.

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ARTS AND SCIENCE FACULTY SURVEY

Faculty Perceptions of Non-Occupational Courses and Departments

This questionnaire is designed to be used in a self-study process, as part of the initial data gathering activity. It may be completed individually or by group consensus. Appropriate respondents include faculty providing instruction in liberal arts or general studies courses, disciplines and departments. Also appropriate may be articulation officers, instructional administrators, or associated department staff such as counselors and lab supervisors.

INSTRUCTIONS: The following items measure your perceptions; there are no "right" or "wrong" answers. Place an "X" in the column which you believe best describes each item. For your assistance, the ratings should generally describe:

EXCELLENT:	You see this item as ideal, no need for improvement.
GOOD:	This is a strong rating, with only slight need for improvement.
ACCEPTABLE:	You see this item as average, and have definite ideas for improvement.
BELOW EXPECTATIONS:	This item should receive immediate attention.
POOR:	This item is seriously inadequate.

Also given is a "Don't Know" space, for those items about which you have insufficient information to form an opinion.

After each major section is a space for your comments and suggestions, which may help to clarify your ratings or to elaborate on a problem or strength.

COURSE, DISCIPLINE OR DEPARTMENT: _____

PERSONS PARTICIPATING IN CONSENSUS EVALUATION, OR INDIVIDUAL RESPONDING:

Name	Title
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

GOALS AND OBJECTIVES

THE DEGREE TO WHICH:	1 POOR	2 BELOW EXPECTATIONS	3 ACCEPTABLE	4 GOOD	5 EXCELLENT	6 DON'T KNOW
1. Department or discipline goals are clearly stated in writing.						
2. Department or discipline goals are regularly reviewed.						
3. Written course objectives are available.						
4. Course objectives are distributed to students at the start of each course.						
5. Course objectives are used with students to monitor their progress.						
6. Grading standards are consistently applied.						
7. Course content is current and contains recent research and theories.						
8. Course content is systematically used to develop cognitive skills.						

9. In your opinion, should academic standards be:

☐ Strengthened ☐ Continued as they are ☐ Lowered

COMMENTS OR SUGGESTIONS ON QUESTIONS 1 THROUGH 9:

OVER

PROCESSES

THE DEGREE TO WHICH:	1 POOR	2 BELOW EXPECTATIONS	3 ACCEPTABLE	4 GOOD	5 EXCELLENT	6 DON'T KNOW
10. Instructional methods respond to individual student interests, learning styles, and abilities.						
11. Support services (tutors, counselors, testing) for the socioeconomically or academically disadvantaged meet needs.						
12. Support services for the physically handicapped meet needs.						
13. Support services work in cooperation with general education/liberal arts faculty.						
14. Program and course advisement is provided by faculty or other qualified personnel.						
15. Registration procedures facilitate course selection and sequencing.						
16. Course content and organization are regularly reviewed with four-year colleges, for articulation purposes.						

COMMENTS OR SUGGESTIONS ON QUESTIONS 10 THROUGH 16:

RESOURCES

THE DEGREE TO WHICH:	1 POOR	2 BELOW EXPECTATIONS	3 ACCEPTABLE	4 GOOD	5 EXCELLENT	6 DON'T KNOW
17. Responsibility and authority for administration of instructional activities are clearly defined.						
18. Persons responsible for administering this area support faculty and other staff.						
19. Instructors maintain teaching competence.						
20. Professional development activities meet needs.						
21. Paraprofessionals (aides, tutors) provide effective support to this area.						
22. Clerical assistance meets your needs.						
23. Classroom facilities meet acceptable standards.						
24. Computer resources support instruction.						
25. Instructional equipment is functional and current.						
26. Instructional materials (charts, films, maps, etc.) are available and of acceptable quality.						
27. Students have requisite skills to function in this area.						

OVER

AS

COMMENTS OR SUGGESTIONS ON QUESTIONS 17 THROUGH 27:

28. What do you see as the major strengths of your discipline/department:

29. What are the major needs for improvement in your discipline/department, and what are your suggestions for meeting these needs:

THANK YOU VERY MUCH

AS/F

Additional Data Sources

As noted in the introductory statement for this section, a variety of data sources may be pertinent to a review of general education or arts and science courses and departments. The two questionnaires in this PREP section were developed in order to meet information needs not elsewhere available. There are, however, a number of data sources which may be regularly available at your college.

This component of Section III includes suggestions for utilizing such additional sources of information as student follow-up studies, internal records, and data from four-year transfer institutions. Again, it is entirely up to the discretion of each community college to determine which of these sources may be beneficial in meeting institutional needs. Obviously, existing information represents a tremendous resource in any type of self-study and should be considered for inclusion.

Student Follow-Up Studies: Most community colleges conduct student follow-up studies in order to meet State and Federal reporting requirements. While the reporting information is directed toward occupational students, the surveys can also be (and usually are) mailed to all graduates or all non-returning students. Such questionnaires may be sorted by student curriculum or program. The Michigan Student Information System (MiSIS), for example, includes data sorted by Office of Education code numbers. Usually, a community college will receive individual data analyses for liberal arts, pre-education, pre-science, and pre-engineering students, as well as the individual occupational programs.

Included in the MiSIS model are a non-returning student survey and graduate surveys for one, three, and five years following graduation. Each of these contains pertinent information about transfer activities and problems, current employment status, and satisfaction with various college services. Also covered

are the student's reasons for attending the community college and whether or not their objectives were met.

Another possibility for a student survey is to design a survey specifically for transfer students. Several Michigan community colleges have conducted this type of survey. A sample questionnaire from Lansing Community College is included in the appendix.

Internal college records: Existing data can sometimes meet information needs in such areas as student performance and number of transfers to other institutions. If records are kept of the requests for transcripts from the community college for transfer purposes, these can be reviewed to discover the number of students and four-year schools involved, the curriculum these students were enrolled in at your college, and grade point averages on an individual or cumulative basis.

The comparative grade point averages, credit hours attempted and earned, academic skills/knowledge tests, and so forth of students enrolled in transfer programs can be analyzed to discover potential problem areas. You might wish to address such variables as enrollment trends in various transfer programs, grade distributions in liberal arts compared to occupational disciplines, faculty qualifications and length of service in different disciplines, and cost per credit hour or per student by department or discipline. These items and many others may be addressed through existing institutional records and would serve to supplement the perceptual information gathered through PREP surveys and other surveys. Often, initial identification of strengths and problems is made through routine data review with more in-depth evaluation such as surveys stemming from those initial "flags".

Transfer institution data: Several four-year colleges and universities regularly supply community colleges with information regarding students who have transferred from the community college. Unfortunately, these data are not standard from every four-year institution. For example, Lake Superior State College provides names, class levels, and new or returning status. Central Michigan University provides name, class level, and number of males and females. Western Michigan University provides name, hours attempted and hours passed, cumulative GPA, curriculum, major, and high school. Michigan State University provides all of these along with the number of transfer credits and the last school attended prior to MSU but only for students who apply, not for currently enrolled students.

Such reports are usually sent to the student services area of your institution If your students generally transfer to one nearby four-year institution, it may be possible to work out an arrangement for you to receive or collect additional data. Laws and regulations regarding privacy do limit the amount and specificity of data most schools will release without consent of the student.

Articulation officers can often provide information which may be more difficult to quantify but which can be valuable as a subjective judgement. If you are evaluating specific transfer programs, contact the articulation officer or associated faculty members for feedback they may have received from transfer institutions.

SECTION IV: DATA ANALYSIS

After questionnaires have been distributed, completed and collected, they are ready for analysis. There are two options for analyzing the data: manually and with the assistance of a computer. Hand tabulations and calculations can be more efficient than using a computer in instances where the number of questionnaires to be tabulated is quite small, perhaps under 50. Using computerized data processing is generally more effective with large numbers of returns.

The first part of this section deals with procedures you may wish to follow when analyzing data manually. It may also be helpful, however, to review the various analysis possibilities even if you will utilize a computer in order to determine what types of data configurations are needed for your purposes. This portion of the PREP Manual, as with other sections, assumes that the user is a fledgling researcher rather than a survey research specialist. For this reason the procedures suggested begin at a basic level of understanding, and progress to somewhat more sophisticated procedures.

CONSIDER FIRST:

1. Plan for the data analysis before distributing questionnaires. If you plan to use a computer facility, discuss your needs with the data processing personnel before questionnaires are printed.

2. Keep accurate records of how many questionnaires were distributed, how many were returned, and how many were not deliverable.

3. Consider the uses of code numbers or color-coded questionnaires if you will want to have the capability to do such things as mailed follow-ups, distinguish among various courses or sections, tabulate data from part-time and full-time faculty individually, and so forth.

4. Review the questionnaires, cover letters, and instructions. Any of the materials included in this manual can be altered to provide the best "fit" for your college and its needs.

5. Be sure that the purpose, intended uses, and responsibilities for the study are understood by all pertinent administrators and faculty.

In short, plan carefully. The final product will be more valuable and the process will uncover fewer surprises.

MANUAL ANALYSIS

Tallies -- Closed-Response Items

The majority of questions in the PREP questionnaires are "closed-response" in nature. The respondent has a set group of categories from which to choose. The other type of response found in PREP questions is "open-ended", in which respondents write in their own answers with no predetermined categories.

Closed-response questions are the easiest to tabulate. The hand tabulation of data consists of simply counting the number of responses (check marks) in each possible response category. A tally sheet must be constructed for each question. Such tallies may look like:

Question	Categories	Tally	Total
2. Sex	Male	~~HHH~~ ~~HHH~~ ~~HHH~~ III	18
	Female	~~HHH~~ ~~HHH~~ II	12
	Not given	II	2
	TOTAL RETURNS:		32

Note that a category not listed on the questionnaire but certain to be encountered is "not given" or blanks. Include this category for every question. Without it you will not be able to balance the totals in each category against the total number of questionnaires returned. You will also need, for some

questions, a category for those who check more than one response. PREP questions are designed for a single response so that double responses can be tallied as a "not given". If you wish to tally double responses, the total at the bottom of your tally sheet will reflect the total number of responses (count each check mark as a response) rather than the total number of questionnaires returned.

Another type of closed-response question involves ranking, e.g., from excellent to poor or always to never. Again, responses are tallied within each rank category for each question. An example of this type of tally is:

Question	Far too little	Not enough	About right	Too much	Far too much	Don't know	Not applicable	blank	TOTAL
new vocab.	/// 3	++++ // 7	++++ /// ++++ 13	// 2	0	//// 4	/ 1	// 2	32
new theories	0	// 2	++++ ++++ /// 18	++++ /// 8	/ 1	// 2	0	/ 1	32
new math	0	/// 3	++++ 5	// 2	0	//// 4	++++ ++++ ++++ / 16	// 2	32
subject matter covered	// 2	++++ // 7	++++ ++++ 10	/// 3	/ 1	++++ / 6	/ 1	// 2	32

Again, the totals at the far right should be the same as the total number of questionnaires returned.

Tallies -- Open-Ended Responses

The other kind of question found in PREP questionnaires is open-ended and the respondent must write in an answer. These questions are not as amenable to tabulation and must be dealt with differently than closed-response items.

Most experience shows that hand-written responses to questions may be effectively presented if presented verbatim (correcting for spelling if you wish) in a typed format with clear indication of where one response ends and another begins. By doing this you will have all the responses to a given question together, rather than having to flip through all the questionnaires. No information is lost and those who will use the research findings can examine for themselves all comments and suggestions. Also, anonymity is preserved for the respondents. A straightforward way to present verbatim responses is:

Question: What would you identify as the major strength of your discipline?

1. We are fortunate to have an excellent faculty who keep up with new development in their fields and truly serve the needs of students.
2. a) faculty, b) good relations with MSU, c) support from administration
3. The concentration on theory helps students integrate this discipline with their various majors, and also prepares them for transfer work.

After responses have been arrayed for the open-ended questions it might be useful to categorize the comments along various dimensions. For example, positive versus negative comments could form a dichotomized tabulation. More sophisticated categories might be useful, after reviewing the individual responses to determine suitable areas. An example of categorizing open-ended responses is:

Question: What one suggestion would you make for improving the supportive relationship between general education and this occupational program?

Categories	Tally	Total
More formal communication	~~////~~ //	7
More program planning coordination	////	4
None needed	///	3
Other miscellaneous	//	2
Blanks	/	1
TOTAL RETURNS:		17

Calculating Percentages

After tallies are completed for the response categories and they all "add up", calculating percentages can be a simple method to summarize the data. In order to calculate a percentage, divide the number of responses in each response category by the total number of responses to that question. For example, if 15 respondents indicated they are males and there are a total of 50 responses, 15 divided by 50 is 0.3 or 30%.

If you plan to calculate percentages it is helpful to set up the tally sheets accordingly. Using our earlier example of sex, it could be structured:

Question	Categories	Tally	Total	Percentage
2. Sex	Males	~~HHH~~ ~~HHH~~ ~~HHH~~ III	18	56.2
	Females	~~HHH~~ ~~HHH~~ II	12	37.5
	Not given	II	2	6.3
	TOTAL RETURNS:		32	100.0

A word of caution: when dealing with a total number of responses under 50 (such as this example) present the numbers involved as well as the percentages in any report. Percentages can be misleading when small numbers are involved. For example, it will be tempting to state that 50% of the respondents rated instruction as excellent. But if you have only 4 returns the more honest statement is that two of the four respondents rated instruction as excellent.

Usually, but especially for the ranked response questions (excellent to poor, for example), it is more accurate to compute percentages only for the

ranked responses. In other words eliminate any blanks, don't know, and not applicable responses prior to calculating percentages. A tally sheet with percentages for one of these items might then look like:

Question: The amount I learned from this course is ---

Responses	Tally	Total	Percentage
Poor	///	3	4.8
Below Expect.	~~////~~ /	6	9.7
Acceptable	~~////~~ ~~////~~ ~~////~~ /	16	25.8
Good	~~////~~ ~~////~~ ~~////~~ ~~////~~ ~~////~~ //	27	43.6
Excellent	~~////~~ ~~////~~	10	16.1
SUBTOTAL:		62	100.0
Don't Know	//	2	
Not Applic.	/	1	
Blanks	///	3	
TOTAL RESPONSES:		68	

Note that the percentages are based on a divisor of 62 not 68. A statement summarizing this set of responses might say: "Of the 62 students who rated the amount they learned from the course, 59.7% rated it as good or excellent". Including responses such as "don't know" and blanks can skew the rating distribution and thus produce misleading figures and interpretations. On many occasions, however, we do want to know how many people "don't know" about a particular area as it indicates the amount of communication work to be done. In this case, one could state that 2 (2.9%) of the total respondents did not know how to rate the amount they learned from the course.

Calculating The Average Response

The arithmatic mean, or average, is often a useful device for summarizing survey data. For PREP questionnaires, the mean is appropriate primarily for the

ranked response questions (excellent to poor, or always to never). The mean may also be appropriate for age or other numerically defined response sets. Means should NOT be employed for responses of a nominal (no mathematical relationship) nature such as program major, sex, preferred location, etc.

In order to calculate a mean, multiply the number of responses in each response category by the value associated with that response. Then sum these "scores" and divide by the total number of responses. Again, eliminate any blanks, "don't know" and "not applicable" responses before calculating the mean.

To take our example from the preceeding page, we would assign "excellent" the value of 5, "good" the value of 4, "acceptable" the value of 3, etc. Then multiply the number of "excellent" responses by 5, the number of "good" responses by 4, and so forth. These summed scores are then divided by the total, 62, to produce an average rating of 3.56 -- about half way between an acceptable and good rating. The mean ratings can then be compared across each ranked response question to identify the higher and lower ranked areas.

Response	Value	Total Responses	Value X Total
Poor	1	3	3
Below Exp.	2	6	12
Acceptable	3	16	48
Good	4	27	108
Excellent	5	10	50
		62	221

$\frac{221}{62} = 3.56$

Using an average rating for comparisons between different respondent groups can also be quite useful. For example, you might wish to calculate the average non-occupational student ratings and the average occupational student ratings --then compare the two to discover differences in perceptions.

Age: The other area in which most analysts will find a mean helpful is for the average age. On the questionnaires (student) which request age, note that two response areas are given. One is actual age in years which is filled out by the respondent. The other is a code box which can be used for summarizing the age groups into categories and perhaps coding for computerized input. A mean age, as for the ranked response questions, would be calculated by multiplying the number of responses in each category (in this case each age) by the category, summing the "scores" and dividing by the total number of responses:

AGE	Total Responses	Age X Total
17	2	34
18	10	180
19	22	418
20	17	340
22	3	66
23	4	92
27	2	54
35	1	35
56	1	56
	62	1,275

$\frac{1275}{62} = 20.6$

In this example, the average age is 1,275 (sum of scores) divided by 62 (total number of respondents) or 20.6 years old.

Median and mode: Two other statistics which can be helpful for items such as age and ranked response questions are the median and the mode. The mode is simply the response category which has the highest number of responses. In our age example the mode is 19 because this age category has the largest number of responses (22 responses). So we know that even though the average age is over 20 years old, the largest single age category is 19 years old. Similarly, looking at the preceeding example which calculates the mean rating, we note that the most commonly chosen response was "good" even though the average rating was somewhat below "good".

Another statistic, the median, sheds additional light on findings. The median represents that point at which half of the responses fall below and half fall above. It is calculated by adding one (1) to the total number of responses, and dividing by 2, then counting up to that point to find the median. In our age example, we would have 62 + 1 = 63, divided by 2 = 31.5. This observation, the point between the 31st and 32nd age, is in the 19 year old age group. So the median age is 19.

In a report which includes age, one could state: "The average student age was 20.6 years and the largest age group was 19. About 55% of the students were 19 or younger."

Crosstabulations

A further type of analysis involves tabulating the number of responses, percentages of responses, means and so forth for more than one set of respondents. For example, you may wish to know the number of part-time faculty who rated an item as "excellent" compared to the number of full-time faculty who rated that same item as "excellent" -- or the differences in perceptions between older and younger students -- or the differences in satisfaction from industry community service users when compared to public agency users.

When preparing the tabulations by hand, one easy method to obtain these crosstabulations is by simply sorting the questionnaires into different piles according to the groups you wish to compare (for example, all respondents under age 25 in one pile, all over age 25 into another pile). Then prepare the tally sheets and other statistics for each group and compare the results. Of course, you may wish to compare different sets of responses on only a few questions rather than the entire questionnaire.

To display findings from crosstabulations, use a table:

Question: The degree to which this type of course leads me into new ways of thinking is:

		Occupational Students		Non-Occupational Students	
	Response	N	%	N	%
(5)	Excellent	25	28.1	56	53.9
(4)	Good	30	33.7	20	19.2
(3)	Acceptable	25	28.1	15	14.4
(2)	Below Expectations	2	2.2	13	12.5
(1)	Poor	7	7.9	0	0.0
	TOTALS	89	100.0	104	100.0

Mean occupational rating = 3.72 Mean non-occupational rating = 4.14

In this example, one may conclude that non-occupational students are more satisfied with the item than are occupational students.

NOTE: This procedure must be employed when using the General Education/ Liberal Arts Student Survey, if your purpose in conducting the survey is to obtain occupational students' impressions of their required general education coursework, AND if that survey is distributed to all students in the general education courses rather than to occupational students only. Question 5 of that survey allows the separation of occupational and non-occupational student questionnaire returns.

As noted at the beginning of this section a possibility for identifying subpopulations, without adding additional questions, is to color-code the questionnaires. For example, one could give full-time and part-time faculty different colors. Questionnaires handed out in courses from various disciplines could be color-coded by discipline. Again, plan for the analysis before the questionnaires are printed.

COMPUTERIZED ANALYSIS

Programming Developed for PREP

A computer program for use in analyzing the data from PREP questionnaires was developed as part of the project. Michigan community colleges who are interested in using this program should contact Kalamazoo Valley Community College.

The PREP questionnaire analysis program provides for:

1. Frequency counts (tallies) of all closed-response items.
2. Percentages of the responses to each question tallied.
3. The mean response, for appropriate questions.
4. Crosstabulations of desired questions.

The PREP researcher who desires to use this programming should contact the project director before adding or changing questions on a given questionnaire. There are limits on the number of input codes, and on the use of "College Use Only" code boxes.

If the PREP computerized analysis is used, the researcher will need to:

1. Compile information from all open-ended response questions.
2. Specify which questions are to be crosstabulated.
3. Exercise quality control over the questionnaires -- can the data entry operator clearly identify the appropriate entry codes?
4. Place a four-digit identification number on each questionniare, 0001 through 9999, in the upper right hand corner of the first page.
5. Complete coding for any "College Use Only" code boxes.

"College Use Only" code boxes are found on the General Education/Liberal Arts Student Questionnaire and on the Continuing Education and Community Service Student Survey. Both of these surveys have a code box for age. This code box must be filled in if the computer program developed for PREP is used. Use the following codes for age groupings:

Ages	Code
19 and under	1
20 - 24	2
25 - 29	3
30 - 34	4
35 - 44	5
45 - 54	6
55 - 64	7
65 and over	8
BLANKS	9

The other "College Use Only" code box is found in the Continuing Education and Community Service Student Survey for indicating an occupational code. This code box was included for the convenience of the researcher but will not be included in the computerized analysis developed through the PREP project.

Other Computer Programs

The PREP questionnaires were designed so that they may be used with any general purpose statistical programs, such as the Statistical Package for the Social Sciences (SPSS). If your college has services available which use FORTRAN or BASIC computer languages, programming for PREP should be another viable procedure.

Several Michigan community colleges have access to computer facilities at other institutions. This would be an avenue to pursue as well.

Use of PREP does not dictate computerized analysis but that option is worth pursuing if large numbers of questionnaires are anticipated. Again, be sure to investigate available forms of computer assistance before any questionnaires are printed.

SAMPLING

Sampling procedures are discussed where appropriate in Sections I, II and III of this Manual. It is again suggested that the novice researcher consult with someone knowledgeable if sampling is considered. A social science faculty member would be a likely source of information.

Included on the next page is a table for selecting appropriate sample sizes. After defining the population to be surveyed, count or estimate the total number in the population and locate the number closest to the population size on the left hand side of the table. Possible sample sizes are located in the adjoining columns. The further you go to the right in selecting a sample size, the less the degree of accuracy you may expect. In general, you should choose a sample size which will provide between a 1% and 5% degree of accuracy. If questionnaires are mailed, take into consideration that return rates will range anywhere from 20% to 90%, depending upon the population being surveyed, their level of personal interest, and the follow-up activities.

TABLE FOR SELECTING SAMPLE SIZE

DEGREE OF ACCURACY EXPRESSED AS A PERCENT

POPULATION	±1%	±2%	±3%	±4%	±5%	±6%	±7%	±8%	±9%	±10%
	SAMPLE SIZE									
100	99	97	92	86	80	73	67	61	55	49
150	148	142	132	121	108	97	85	78	67	59
200	196	185	169	151	132	115	99	86	75	65
250	244	227	203	177	152	130	110	94	81	70
300	291	267	235	201	169	142	119	101	85	73
350	338	306	264	222	184	152	126	106	89	76
400	385	343	291	241	196	161	132	110	92	78
450	430	379	317	258	208	168	137	113	94	80
500	476	414	341	273	218	174	141	116	96	81
600	565	481	385	301	235	185	148	121	100	83
700	653	542	423	324	249	194	154	124	102	85
800	739	601	458	343	260	201	158	127	104	86
900	823	655	489	361	270	206	161	129	105	87
1000	906	706	517	376	278	211	164	131	106	88
1200	1067	801	565	401	292	219	169	134	108	89
1400	1222	885	606	421	302	225	172	136	110	90
1600	1372	961	641	437	310	229	175	138	111	91
1800	1516	1029	670	451	317	233	177	139	112	92
2000	1656	1092	696	462	323	236	179	140	112	92
2500	1984	1225	748	485	333	242	182	142	114	93
3000	2286	1334	788	501	341	245	184	143	115	94
3500	2566	1425	818	513	347	248	186	144	115	94
4000	2824	1501	843	522	351	251	187	145	116	94
4500	3065	1566	863	530	354	252	188	146	116	95
5000	3289	1623	880	536	357	254	189	146	116	95
6000	3693	1715	906	546	362	256	190	147	117	95
7000	4049	1788	928	553	365	257	191	147	117	95
8000	4365	1847	942	559	367	259	192	148	117	95
9000	4647	1896	954	563	369	260	192	148	118	96
10000	4900	1937	965	567	370	260	193	148	112	96
1500	5850	2070	997	578	375	263	194	149	118	96
20000	6489	2144	1014	583	377	264	195	149	118	96
25000	6939	2191	1024	587	379	264	195	150	119	96

The above table is based upon the formula listed below as published in "Small Sample Techniques." The NEA Research Bulletin, Vol. 38, December, 1960, Pages 99-104.

$s = X^2NP(1 - P) \div d^2(N - 1) + X P(1 - P)$.

s = required sample size.

X^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841).

N = the population size.

P = the population proportion (assumed to be .50 since this would provide the maximum sample size).

d = the degree of accuracy expressed as a proportion (percentage).

PRESENTING THE FINDINGS

Whether you tabulate the data by hand, or have the assistance of a computer, your analysis of the information you have collected should be accurate, straightforward in its presentation, and as unbiased by any personal feelings as possible. If this is a new endeavor for you, you might consider asking a faculty member or other staff member accustomed to analyzing and presenting data to review your findings and make suggestions. If you prepare a written report for distribution, proofread it carefully. The veracity of research findings, or the perceived veracity, will certainly influence the degree to which your report is considered in decision making. A few check points for the beginner are:

1. Is the report written well and attractively presented?
2. Will the person who is not familiar with the research understand its purpose, the data collection methods which were used and why they were used, the data and other information collected, and your conclusions?
3. Have all conclusions been based entirely upon the findings, and can the reader readily see that this is true?
4. Do all the tables or other data displays balance to the same totals, or include an explanation as to why they do not?
5. Are you prepared to answer questions about not only what is included in a written report, but also about any more detailed information upon which the reported findings are based?
6. Does your report avoid identification of any specific individuals, whether questionnaire respondents or other parties, except in such instances which make a necessary contribution to the project AND in which respondents were not led to believe they would be anonymous?

Many Michigan community colleges have staff members specifically trained to conduct research projects and compile reports. For those who do not have this type of staff member, a possibility for reducing time, effort and "re-inventing the wheel" is to contact the research officer at another institution and perhaps obtain sample reports of similar projects.

From one researcher to another, may your purpose be knowledge, your sampling be random, your data be clean, your conclusions be clear -- and your report be read!

APPENDICES

PROE Occupational Faculty Questionnaire

Lansing Community College Transfer Study Questionnaire

Michigan Community Colleges

COLLEGE_____

FACULTY PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS

INSTRUCTIONS TO RESPONDENTS

On the following pages you are asked to give your perceptions of your occupational program (such as registered nursing, automotive technology, secretarial science). The items you are asked to rate are grouped into the major components of the Program Review in Occupational Education (PROE) system, namely:

- Goals and Objectives
- Processes
- Resources

Rate each item by checking your best judgment on a five point scale ranging from poor to excellent. Only check one answer per item. A "Don't Know" column has been provided in the event you really don't have sufficient information to rate an item. Space has been provided for you to note comments that may help to clarify your ratings or to indicate modifications of a standard to make it more relevant for your program.

Criteria for excellent and poor ratings are provided for each item. *Excellent* represents a nearly ideal or exemplary situation; *poor,* one of serious inadequacy. As a guide, ratings may be made with the following in mind:

EXCELLENT means ideal, top 5 to 10%
GOOD is a strong rating, top 1/3rd
ACCEPTABLE is average, the middle 1/3rd
BELOW EXPECTATIONS is only fair, bottom 1/3rd
POOR is seriously inadequate, bottom 5 to 10%

This form may be completed as a *consensus* evaluation by the principal persons involved with a specific occupational program. Examples of such persons would be instructors, department or division chairpersons, program coordinators, and administrators such as occupational dean. If preferred, respondents may complete individual forms.

To help with tabulation of responses, please provide the information requested below before completing your rating.

PROGRAM TITLE_____ USOE CODE #__ __.__ __ __ __ __ __

PERSONS PARTICIPATING IN CONSENSUS EVALUATION OR INDIVIDUAL COMPLETING THIS FORM:

Name	Title

Thanks for your cooperation!

PROE

Michigan Community Colleges

FACULTY PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS

1

		Keypunch Instructions	Poor 1	Below Expectations 2	Acceptable 3	Good 4	Excellent 5	Don't Know	COMMENTS (Please note explanatory remarks or needs for improvement)
GOALS AND OBJECTIVES									
1. Participation in Development of College Occupational Education Program Plan *Excellent*—Administrators and/or other supervisory personnel involved in developing and revising the college plan for this occupational program seek and respond to faculty, student and community input. *Poor*—Development of the plan for this program is basically the work of one or two persons in the college.	1								
2. Program Goals *Excellent*—Written goals for this program state realistic outcomes (such as planned enrollments, completions, placements) and are used as one measure of program effectiveness. *Poor*—No written goals exist for this program.	2								
3. Course Objectives *Excellent*—Written measurable objectives have been developed for all occupational courses in this program and are used to plan and organize instruction. *Poor*—No written objectives have been developed for courses in this program.	3								
4. Competency Based Performance Objectives *Excellent*—Competency based performance objectives are on file in writing, consistent with employment standards, and tell students what to expect and help faculty pace instruction. *Poor*—Competency based performance objectives have not been developed for courses in this program.	4								
5. Use of Competency Based Performance Objectives *Excellent*—Competency based performance objectives are distributed to students and used to assess student progress. *Poor*—Competency based performance objectives are not used with students for progress evaluation nor are students aware that they exist.	5								
6. Use of Information on Labor Market Needs *Excellent*—Current data on labor market needs and emerging trends in job openings are systematically used in developing and evaluating this program. *Poor*—Labor market data is not used in planning or evaluation.	6								
7. Use of Information on Job Performance Requirements *Excellent*—Current data on job performance requirements and trends are systematically used in developing and evaluating this program and content of its courses. *Poor*—Job performance requirements information has not been collected for use in planning and evaluating.	7								

PROE

Michigan Community Colleges

FACULTY PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS

		Inadequate Instruction 1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know	COMMENTS (Please note explanatory remarks or needs for improvement)
GOALS AND OBJECTIVES (Continued)								
8. Use of Profession/Industry Standards *Excellent*—Profession/industry standards (such as licensing, certification, accreditation) are consistently used in planning and evaluating this program and content of its courses. *Poor*—Little or no recognition is given to specific profession/industry standards in planning and evaluating this program.	8							
9. Use of Student Follow-Up Information *Excellent*—Current follow-up data on completers and leavers (students with marketable skills) are consistently and systematically used in evaluating this program. *Poor*—Student follow-up information has not been collected for use in evaluating this program.	9							
PROCESSES								
10. Adaptation of Instruction *Excellent*—Instruction in all courses required for this program recognizes and responds to individual student interests, learning styles, skills, and abilities through a variety of instructional methods (such as small group or individualized instruction, laboratory or "hands on" experiences, open entry/open exit, credit by examination). *Poor*—Instructional approaches in this program do not consider individual student differences.	10							
11. Relevance of Supportive Courses *Excellent*—Applicable supportive courses (such as anatomy and physiology, technical communications, technical mathematics) are closely coordinated with this program and are kept relevant to program goals and current to the needs of students. *Poor*—Supportive course content reflects no planned approach to meeting needs of students in this program.	11							
12. Coordination with Other Community Agencies and Educational Programs. *Excellent*—Effective liaison is maintained with other programs and educational agencies and institutions (such as high schools, other community colleges, four year colleges, area vocational schools, proprietary schools, CETA) to assure a coordinated approach and to avoid duplication in meeting occupational needs of the area or community. *Poor*—College activities reflect a disinterest in coordination with other programs and agencies having impact on this program.	12							
13. Provision for Work Experience, Cooperative Education or Clinical Experience. *Excellent*—Ample opportunities are provided for related work experience, cooperative education, or clinical experience for students in this program. Student participation is well coordinated with classroom instruction and employer supervision. *Poor*—Few opportunities are provided in this program for related work experience, cooperative education, or clinical experience where such participation is feasible.	13							

PROE

Michigan Community Colleges

FACULTY PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS

1

		Approach Instructions	Poor 1	Below Expectations 2	Acceptable 3	Good 4	Excellent 5	Don't Know	COMMENTS (Please note explanatory remarks or needs for improvement)
PROCESSES (Continued)									
14. Program Availability and Accessibility *Excellent*—Students and potential students desiring enrollment in this program are identified through recruitment activities, treated equally in enrollment selection, and not discouraged by unrealistic prerequisites. The program is readily available and accessible at convenient times and locations. *Poor*—This program is not available or accessible to most students seeking enrollment. Discriminatory selection procedures are practiced.	14								
15. Provision for the Disadvantaged *Excellent*—Support services are provided for disadvantaged (such as socioeconomic, cultural, linguistic, academic) students enrolled in this program. Services are coordinated with occupational instruction and results are assessed continuously. *Poor*—No support services are provided for disadvantaged students enrolled in this program.	15								
16. Provision for the Handicapped. *Excellent*—Support services are provided for handicapped (physical, mental, emotional, and other health impairing handicaps) students enrolled in this program. Facilities and equipment adaptations are made as needed. Services and facilities modifications are coordinated with occupational instruction and results are assessed continuously. *Poor*—No support services or facilities and equipment modifications are available for handicapped students enrolled in this program.	16								
17. Efforts to Achieve Sex Equity *Excellent*—Emphasis is given to eliminating sex bias and sex stereotyping in this program: staffing, student recruitment, program advisement, and career counseling; access to and acceptance in programs; selection of curricular materials; instruction; job development and placement. *Poor*—Almost no attention is directed toward achieving sex equity in this program.	17								
18. Provision for Program Advisement *Excellent*—Instructors or other qualified personnel advise students (day, evening, weekend) on program and course selection. Registration procedures facilitate course selection and sequencing. *Poor*—Instructors make no provision for advising students on course and program selection.	18								
19. Provision for Career Planning and Guidance *Excellent*—Day, evening, and weekend students in this program have ready access to career planning and guidance services. *Poor*—Little or no provision is made for career planning and guidance services for students enrolled in this program.	19								

PROE

Michigan Community Colleges

FACULTY PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS

		Needs Improvement 1	Poor 2	Below Expectations 3	Acceptable 4	Good 5	Excellent	Don't Know	COMMENTS (Please note explanatory remarks or needs for improvement)
PROCESSES (Continued)									
20. Adequacy of Career Planning and Guidance *Excellent*—Instructors or other qualified personnel providing career planning and guidance services have current and relevant occupational knowledge and use a variety of resources (such as printed materials, audiovisuals, job observation) to meet individual student career objectives. *Poor*—Career planning and guidance services are ineffective and staffed with personnel who have little occupational knowledge.	20								
21. Provision for Employability Information. *Excellent*—This program includes information which is valuable to students as employees (on such topics as employment opportunities and future potential, starting salary, benefits, responsibilities and rights). *Poor*—Almost no emphasis is placed on providing information important to students as employees.	21								
22. Placement Effectiveness for Students in this Program *Excellent*—The college has an effectively functioning system for locating jobs and coordinating placement for students in this program. *Poor*—The college has no system or an ineffective system for locating jobs and coordinating placement for occupational students enrolled in this program.	22								
23. Student Follow-up System *Excellent*—Success and failure of program leavers and completers are assessed through periodic follow-up studies. Information learned is made available to instructors, students, advisory committee members and others concerned (such as counselors) and is used to modify this program. *Poor*—No effort is made to follow up former students of this program.	23								
24. Promotion of this Occupational Program *Excellent*—An active and organized effort is made to inform the public and its representatives (such as news media, legislators, board, business community) of the importance of providing effective and comprehensive occupational education and specific training for this occupation to gain community support. *Poor*—There is no organized public information effort for this program.	24								
RESOURCES									
25. Provision for Leadership and Coordination *Excellent*—Responsibility, authority, and accountability for this program are clearly identified and assigned. Administrative effectiveness is achieved in planning, managing, and evaluating this program. *Poor*—There are no clearly defined lines of responsibility, authority, and accountability for this program.	25								

PROE

Michigan Community Colleges

FACULTY PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS

		Kompetch Instructions	Poor 1	Below Expectations 2	Acceptable 3	Good 4	Excellent 5	Don't Know	COMMENTS (Please note explanatory remarks or needs for improvement)
RESOURCES (Continued)									
26. Qualifications of Administrators and/or Supervisors *Excellent*—All persons responsible for directing and coordinating this program demonstrate a high level of administrative ability. They are knowledgeable in and committed to occupational education. *Poor*—Persons responsible for directing and coordinating this program have little administrative training, education, and experience.	26								
27. Instructional Staffing *Excellent*—Instructional staffing for this program is sufficient to permit optimum program effectiveness (such as through enabling instructors to meet individual student needs, providing liaison with advisory committees, and assisting with placement and follow-up activities). *Poor*—Staffing is inadequate to meet the needs of this program effectively.	27								
28. Qualifications of Instructional Staff *Excellent*—Instructors in this program have two or more years in relevant employment experience, have kept current in their field, and have developed and maintained a high level of teaching competence. *Poor*—Few instructors in this program have relevant employment experience or current competence in their field.	28								
29. Professional Development Opportunities *Excellent*—The college encourages and supports the continuing professional development of faculty through such opportunities as conference attendance, curriculum development, work experience. *Poor*—The college does not encourage or support professional development of faculty.	29								
30. Use of Instructional Support Staff *Excellent*—Paraprofessionals (such as aides, laboratory assistants) are used when appropriate to provide classroom help to students and to ensure maximum effectiveness of instructors in the program. *Poor*—Little use is made of instructional support staff in this program.	30								
31. Use of Clerical Support Staff *Excellent*—Office and clerical assistance is available to instructors in this program and used to ensure maximum effectiveness of instructors. *Poor*—Little or no office and clerical assistance is available to instructors; ineffective use is made of clerical support staff.	31								
32. Adequacy and Availability of Instructional Equipment. *Excellent*—Equipment used on or off campus for this program is current, representative of that used on jobs for which students are being trained, and in sufficient supply to meet the needs of students. *Poor*—Equipment for this program is outmoded and in insufficient quantity to support quality instruction.	32								

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PROE

Michigan Community Colleges

FACULTY PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS

1

Keypunch Instructions	Poor 1	Below Expectations 2	Acceptable 3	Good 4	Excellent 5	Don't Know	COMMENTS (Please note explanatory remarks or needs for improvement)

RESOURCES (Continued)

33. Maintenance and Safety of Instructional Equipment — 33

Excellent—Equipment used for this program is operational, safe, and well maintained.
Poor—Equipment used for this program is often not operable and is unsafe.

34. Adequacy of Instructional Facilities — 34

Excellent—Instructional facilities (excluding equipment) meet the program objectives and student needs, are functional and provide maximum flexibility and safe working conditions.
Poor—Facilities for this program generally are restrictive, disfunctional, or overcrowded.

35. Scheduling of Instructional Facilities — 35

Excellent—Scheduling of facilities and equipment for this program is planned to maximize use and be consistent with quality instruction.
Poor—Facilities and equipment for this program are significantly under- or over-scheduled.

36. Adequacy and Availability of Instructional Materials and Supplies — 36

Excellent—Instructional materials and supplies are readily available and in sufficient quantity to support quality instruction.
Poor—Materials and supplies in this program are limited in amount, generally outdated, and lack relevance to program and student needs.

37. Adequacy and Availability of Learning Resources — 37

Excellent—Learning resources for this program are available and accessible to students, current and relevant to the occupation, and selected to avoid sex bias and stereotyping.
Poor—Learning resources for this program are outdated, limited in quantity, and lack relevance to the occupation.

38. Use of Advisory Committees — 38

Excellent—The advisory committee for this program is active and representative of the occupation.
Poor—The advisory committee for this program is not representative of the occupation and rarely meets.

39. Provisions in Current Operating Budget — 39

Excellent—Adequate funds are allocated in the college operating budget to support achievement of approved program objectives. Allocations are planned to consider instructor budget input.
Poor—Funds provided are seriously inadequate in relation to approved objectives for this program.

40. Provisions in Capital Outlay Budget for Equipment — 40

Excellent—Funds are allocated in a planned effort to provide for needed new equipment and for equipment replacement and repair, consistent with the objectives for this program and based on instructor input.
Poor—Equipment needs in this program are almost totally unmet in the capital outlay budget.

PROE

Michigan Community Colleges

FACULTY PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS

1

	Keypunch Instructions	Poor 1	Below Expectations 2	Acceptable 3	Good 4	Excellent 5	Don't Know	COMMENTS (Please note explanatory remarks or needs for improvement)
ADDITIONAL STANDARDS IDENTIFIED BY COLLEGE —								
41. PREP items here or on additional page	41							
42.	42							
43.	43							
44.	44							
45.	45							

PROE

Michigan Community Colleges

FACULTY PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS

Please answer the following: (Use back of page and extra sheets if necessary).

1. What are the chief occupational education strengths of your program?

2. What are the major needs for improvement in your program and what action is required to achieve these improvements?

PLEASE IDENTIFY THE POSITION OF THE PERSON COMPLETING THIS FORM AND THE OCCUPATIONAL PROGRAM (such as registered nursing, data processing).

Check One:

Division/Department Chair _____
Faculty _____
Counselor _____
Other, please specify: _____ _____

Program: _____

LANSING COMMUNITY COLLEGE
TRANSFER STUDY QUESTIONNAIRE

1. CHECK (X) the ONE category that best describes when you made the decision to transfer to another institution.

   1___when planning my program as a new LCC student
   2___toward the middle of my academic program
   3___at the end of my academic program

2. Had you ever planned to transfer to a college other than your present one? ___Yes ___No

3. CHECK (X) the ONE category that best describes why you decided to transfer.

   1___family relocation
   2___a change in educational goals
   3___to complete a four year program
   4___to attend an institution away from home
   5___other (please specify)_____

4. CHECK (X) the ONE category that best describes the source that provided you with the most guidance as you planned your academic program at LCC.

   1___an LCC counselor
   2___students/friends
   3___the curriculum guide
   4___planned my own program
   5___other (please specify)
   _____

5. Please indicate with a CHECK (X) how strongly you agree or disagree with each of the following statements concerning transfer students.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The curriculum guide was a valuable tool when planning your program					
LCC counselors seemed knowledgeable about transfer requirements					
Students should meet with LCC counselors before transferring					
Students should meet with representatives from the 4 year college before transferring					
Students should visit the campus before transferring					

6. Will you complete your baccalaureate degree within the time period you expected?

   ___Yes ___No If no, why not?

7. 1___academic difficulties
   2___a loss of credits in the transfer process
   3___poor curriculum planning
   4___unrealistic expectations
   5___financial considerations
   6___other (please specify)_____

8. Rate the preparation you received at LCC in each of the following academic skill areas by CIRCLING the NUMBER which best describes your response.

	PREPARATION				
	excellent	above average	average	below average	poor
Reading skills	1	2	3	4	5
Writing skills	1	2	3	4	5
Speaking skills	1	2	3	4	5
Reasoning skills	1	2	3	4	5
Study skills	1	2	3	4	5

9. Many of the courses at LCC involve teaching methods other than the lecture method. Several of these non-traditional teaching methods are listed below. Rate each teaching method by CIRCLING the NUMBER which best describes your response. Where appropriate CIRCLE NOT APPLICABLE (N/A).

TEACHING METHODS	excellent	above average	average	below average	poor	not applicable
Natural Science A.V.T. Lab	1	2	3	4	5	N/A
Psychology P.S.I. Lab	1	2	3	4	5	N/A
Social Science Lab-Lounge	1	2	3	4	5	N/A
Physics Keller Plan	1	2	3	4	5	N/A
Mathematics S.P.I. Lab	1	2	3	4	5	N/A
Writing Lab	1	2	3	4	5	N/A
Foreign Language Lab	1	2	3	4	5	N/A

10. This section is concerned with instructional standards at LCC compared with instructional standards at your present school. Please indicate the degree of difficulty AT YOUR PRESENT SCHOOL with a CHECK (X) for each of the following:

	PRESENT SCHOOL				
	Much More Difficult	Somewhat More Difficult	Same	Less Difficult	Much Less Difficult
Grading standards					
The amount of reading assigned					
The reading assignments					
Library assignments					

11. The items in this section are related to the goals of liberal arts education at LCC. For each item CIRCLE the NUMBER which indicates the emphasis you felt LCC PLACED on each goal and the emphasis you feel SHOULD HAVE BEEN PLACED on each goal.

	EMPHASIS ACTUALLY PLACED					EMPHASIS SHOULD HAVE BEEN PLACED				
	Strong Emphasis		Some Emphasis		No Emphasis	Strong Emphasis		Some Emphasis		No Emphasis
the academic skills necessary for success in subsequent college work	1	2	3	4	5	1	2	3	4	5
the skills and knowledge directly related to your career or major	1	2	3	4	5	1	2	3	4	5
developing a broad general understanding of the physical and social world	1	2	3	4	5	1	2	3	4	5
on understanding a specialized field of knowledge	1	2	3	4	5	1	2	3	4	5
the development of self-knowledge and a sense of personal identity	1	2	3	4	5	1	2	3	4	5
values and morals	1	2	3	4	5	1	2	3	4	5
on the scientific method and research techniques	1	2	3	4	5	1	2	3	4	5
on an appreciation of the arts	1	2	3	4	5	1	2	3	4	5
an understanding of society's ills and alternative solutions	1	2	3	4	5	1	2	3	4	5
an understanding of history	1	2	3	4	5	1	2	3	4	5
an understanding of how to form good relationships with others	1	2	3	4	5	1	2	3	4	5
the ability to be fluent in spoken and written English	1	2	3	4	5	1	2	3	4	5
the ability to critically evaluate the spoken and written words of others	1	2	3	4	5	1	2	3	4	5
advice and guidance in choosing a career	1	2	3	4	5	1	2	3	4	5

12. If the tuition at LCC were as high as tuition at most other colleges and universities would you recommend that a friend or relative attend LCC?

___Yes ___No WHY?_____

13. For each course listed below please CHECK (X) whether or not your interest in related courses INCREASED or DID NOT INCREASE as a result of taking the course at LCC. If you did not take the course at LCC CHECK (X) NOT APPLICABLE (N/A). In the second column please indicate whether or not you feel that the courses listed below adequately prepared you for advanced courses. CHECK (X) NOT APPLICABLE (N/A) where appropriate.

	INTEREST INCREASED			PREPARATION		
	YES	NO	N/A	Adequate	Not Adequate	N/A
NATURAL SCIENCE (Physical World-Rocks & Stars-Living World)						
CHEMISTRY (Intro to Chem, Gen.Chem I II, III-Org.Chem-Bic Chem)						
BIOLOGY (Anatomy-Physiology-Micro-Biology-Zoology)						
PHYSICS (Non-Calculus, Calculus)						
COLLEGE ALGEBRA AND TRIGONOMETRY						
CALCULUS						
LITERATURE (Intro to Poetry, Drama, Prose, Am. Lit)						
ENGLISH (Short Story, Types of Literature)						
WESTERN CIVILIZATION (Hum I, II, III)						
HISTORY (Am Hist, Mich History)						
RELIGION (World Religion, Old Testament, New Testament)						
PHILOSOPHY (Reasoning, Who Am I?, Self & Society, Life Cosmos)						
WRITING SEQUENCE (Composition)						
READING						
SPEECH						
FOREIGN LANGUAGES (Sp-Fr)						
CREATIVE WRITING						
SOCIAL SCIENCE SEQUENCE (Social Science I, II, III)						
GOVERNMENT (American, State, Local)						
PSYCHOLOGY						
GEOGRAPHY						